



MINISTRY OF EDUCATION

INTERVENTION ENGLISH LANGUAGE

For Senior High Schools

TEACHER MANUAL

Level 1 & 2



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

MINISTRY OF EDUCATION



REPUBLIC OF GHANA

Intervention English Language

For Senior High Schools

Teacher Manual

Level One & Two



NATIONAL COUNCIL FOR
CURRICULUM & ASSESSMENT
OF MINISTRY OF EDUCATION

INTERVENTION ENGLISH LANGUAGE TEACHER MANUAL

Enquiries and comments on this manual should be addressed to:

The Director-General

National Council for Curriculum and Assessment (NaCCA)

Ministry of Education

P.O. Box CT PMB 77

Cantonments Accra

Telephone: 0302909071, 0302909862

Email: info@nacca.gov.gh

website: www.nacca.gov.gh



©2024 Ministry of Education

This publication is not for sale. All rights reserved. No part of this publication may be reproduced without prior written permission from the Ministry of Education, Ghana.



CONTENTS

LEVEL 1	1
WEEK 1	2
Strand: Reading	2
Sub-Strand: Phonics	2
<i>Theme or Focal Area: Sounds of the English Language</i>	3
<i>Theme or Focal Area 2: Blending of Sounds</i>	6
WEEK 2	9
Strand: Reading	9
Sub-Strand: Phonics	9
<i>Theme or Focal Area: Decoding words</i>	10
<i>Theme or Focal Area: Segmenting Words</i>	12
WEEK 3	15
Strand: Reading	15
Sub-Strand: Vocabulary	15
<i>Theme or Focal Area: Real-life Connections between Words and their Usage</i>	16
WEEK 4	18
Strand: Reading	18
Sub-Strand: Vocabulary	18
<i>Theme or Focal Area: Identifying Varied Meanings of the Same Words</i>	19
WEEK 5	22
Strand: Oral Language	22
Sub-Strand: Conversation (speaking)	22
<i>Theme or Focal Area: Correct Use of Tenses</i>	23
WEEK 6	27
Strand: Oral Language	27
Sub-Strand: Listening Comprehension	27
<i>Theme or Focal Area: Effective conversations</i>	28
WEEK 7	31
Strand: Oral language	31
Sub-Strand: Conversation (speaking)	31
<i>Theme or Focal Area: Use of Vocabulary</i>	32
WEEK 8	34
Strand: Oral Language	34
Sub-Strand: Listening Comprehension	34
<i>Theme or Focal Area: Responding to Text Heard</i>	35

WEEK 9	37
Strand: Oral Language	37
Sub-Strand: Conversation	37
<i>Theme or Focal Area: Oral communication</i>	38
WEEK 10	40
Strand: Oral Language	40
Sub-Strand: Listening Comprehension	40
<i>Theme or Focal Area: Oral presentation</i>	41
WEEK 11	43
Strand: Writing	43
Sub-Strand: Production and writing	43
<i>Theme or Focal Area: Using ‘tricky’ words</i>	44
<i>Theme or Focal Area 2: Identifying and using alternative spellings.</i>	45
WEEK 12	48
Strand: Writing	48
Sub-Strand: Production and distribution of writing	48
<i>Theme or Focal Area: Writing Clear and Coherent Sentences</i>	49
LEVEL 2	52
<hr/>	
WEEK 1	53
Strand: Reading	53
Sub-Strand: Phonics	53
<i>Theme or Focal Area: 1 Sounds of the English Language</i>	54
<i>Theme or Focal Area: 2 Blending of Sounds</i>	56
WEEK 2	59
Strand: Reading	59
Sub-Strand: Phonics	59
<i>Theme or Focal Area: Decoding Words</i>	60
<i>Theme or Focal Area: Segmenting Words</i>	61
WEEK 3	65
Strand: Reading	65
Sub-Strand: Vocabulary	65
<i>Theme or Focal Area: Real-life connections between words and their usage</i>	66
WEEK 4	68
Strand: Reading	68
Sub-Strand: Vocabulary	68
<i>Theme or Focal Area: Identifying Varied Meanings of the Same Words</i>	69

WEEK 5	72
Strand: Oral Language	72
Sub-Strand: Conversation (speaking)	72
<i>Theme or Focal Area: Correct Use of Tenses</i>	73
WEEK 6	76
Strand: Oral Language	76
Sub-Strand: Listening Comprehension	76
<i>Theme or Focal Area: Effective conversations</i>	77
WEEK 7	80
Strand: Oral language	80
Sub-Strand: Conversation (speaking)	80
<i>Theme or Focal Area: Use of Vocabulary</i>	81
WEEK 8	83
Strand: Oral Language	83
Sub-Strand: Listening Comprehension	83
<i>Theme or Focal Area: Responding to Text Heard</i>	84
WEEK 9	86
Strand: Oral Language	86
Sub-Strand: Conversation	86
<i>Theme or Focal Area: Oral Communication</i>	87
WEEK 10	89
Strand: Oral Language	89
Sub-Strand: Listening Comprehension	89
<i>Theme or Focal Area: Oral Presentation</i>	90
WEEK 11	92
Strand: Writing	92
Sub-Strand: Production and writing	92
<i>Theme or Focal Area: Using ‘Tricky’ Words</i>	93
<i>Theme or Focal Area: Identifying and Using Alternative Spellings</i>	94
WEEK 12	97
Strand: Writing	97
Sub-Strand: Production and distribution of writing	97
<i>Theme or Focal Area: Writing Clear and Coherent Sentences</i>	98
ACKNOWLEDGEMENTS	101

LEVEL 1

WEEK 1

Strand: **Reading**

Sub-Strand: Phonics

Learning Outcome: *Employ decoding and segmenting strategies for reading and writing new words*

Content Standard: Demonstrate and apply knowledge of phonics in decoding and reading words

INTRODUCTION AND WEEK SUMMARY

This week's lessons focus on the digraphs in the sounds of English Language and blending sounds to read words. These two fundamental skills form the cornerstone of literacy development and open doors to a world of knowledge and communication. The lessons also aim at guiding learners in building their fluency in reading and to help them translate printed words into speech. Once learners acquire these basic skills of reading, it will help build their confidence in spelling and writing as well as the general use of the English Language.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week, activity-based learning and exploratory learning are the main pedagogies employed to help learners demonstrate and apply knowledge of digraphs and blending sounds. The pedagogies are therefore driven by group work or collaboration. This is to enhance task differentiation to promote inclusivity and assist the teacher to connect with different learning styles of learners in the classroom setting. Addressing these needs of learners will make the lessons learner-centred where every learner has the opportunity to succeed

ASSESSMENT SUMMARY

This week's concept requires learners to demonstrate recall and conceptual understanding of digraphs and blending sounds to read words effectively. Learners ability to identify digraphs and blend sounds effectively will serve as a benchmark for assessing the linguistic proficiency of learners. Through formative assessment, such as conceptual understanding, teachers can gauge learners' progress, identify areas for improvement, and provide support where necessary. By integrating assessment into teaching and learning, teachers can empower learners to track their growth and take ownership of their learning journey, which fosters activity-based and exploratory learning, enables differentiation, and facilitates effective assessment practices.

Week 1

Learning Indicators:

1. Identify the digraphs in the sounds of the English Language
2. Blend sounds to read words

Theme or Focal Area: Sounds of the English Language

Definition/Introduction and Application

Phonics as an approach to language teaching involves learning the sounds of a language by using hearing skills and sound patterns. It is a word recognition strategy in which graphemes (letters) are associated with phonemes (sounds).

Types Of Phonic Approach to Language Teaching

Synthetic: It is an approach where individual sounds are learned and blended to form words. E.g., /h/+/a/+/t/ = hat

Analytic phonics (Whole language approach): It is learning words by sight, then looking out for the individual sounds that make up the word. E.g., hat, /h/+/a/+/t/

Seven Groups of Sounds

1.	s	a	t	i	p	n
2.	ck	e	h	r	m	d
3.	g	o	u	l	f	b
4.	ai	j	oa	ie	ee	or
5.	z	w	ng	v	oo	oo
6.	y	x	ch	sh	th	th
7.	qu	ou	oi	ue	er	ar

Note: 1 –3 group sounds are the short sounds.

4 –7 group sounds are the long sounds including digraphs.

Digraphs are two letters that create one sound.

Examples of digraphs are **ch, sh, th, ng, ea, oa, oe, ie, ue, ar, er, ir, or, ur**

Strategies for Teaching Synthetic Phonics

1. Learn letter sounds (7 group of sounds above)
2. Learn letter formation* (*not needed at this level)
3. Blending sounds (reading)
4. Segmenting sound (identifying sounds in words for spelling)
5. Tricky words (irregular words/sight words)

NB: Although the 5 skills are needed to teach synthetic phonics, step 2 for the intervention learners must be applied when necessary.

Decoding is a strategy for breaking down words into various sound segments to enable easy reading.

Blending is a strategy of putting sounds together (drag) to read a word.

Eg: /h/ /a/ /t/ - hat

/sh/ /ee/ /p/ - sheep






Segmenting is a strategy for identifying sounds in words (for spelling).

Eg: hat - /h/ /a/ /t/

sheep - /sh/ /ee/ /p/

Learning Task for Practice

1. Learners group the following words into those that contain short vowel sounds and those that contain long vowel sounds and underline words that contain digraphs.
 - a) beat
 - b) bit
 - c) cat
 - d) cart
 - e) bird
 - f) bed
2. Learners list digraphs in the seven group of sounds chart.
3. Learners list 5 words that contain digraphs and 5 words without digraphs.
4. Learners discuss the picture chart and complete the words with the appropriate digraphs.

Picture	Incomplete Word	Missing Digraph	Complete Word
	tee- -		
	sh- - t		
	b- - k		
	s- -		
	sh- - p		

5. Learners identify and discuss words that contain digraphs in the following sentences:

- a. She sells cheap shoes.
- b. The boy rings the bell.
- c. The clock rings every morning.
- d. The cart is loaded with goods.
- e. The graph book is missing.

Pedagogical Exemplars

Activity-Based Learning

1. In mixed ability groups, learners revise the 42 English Language letter sounds using flashcards, sound charts, etc.
2. In small groups, learners reach out into the bag and take out letters that match the sounds. Explain to learners that letters have sounds when reading words.
3. In mixed ability groups, learners discuss the 7 groups of sounds and identify the digraphs.
4. In pairs, learners identify and match digraphs with their corresponding images.
5. In small groups, learners write the names of objects and break them into individual sounds (e.g., “sh/o/p”, “j/ar”, “t/oo/th”, “b/r/u/sh”, “b/oa/t”, “r/ai/n”) and identify the digraphs in the names of objects.
6. In mixed-ability groups, learners discuss sentences and identify words that contain digraphs.

Key Assessment

Dok Level 1 Reproduction/Recall

1. Circle the vowel sounds in the following words: mat, spend, pie, zoom, queen, (and more if required for practice)
2. Read given words and identify the vowel and consonant sounds in them (e.g., cat, frog, soap, car, oil, and more if required for practice)
3. Group the following words into those that contain digraphs and those without digraphs

Carpet, meat, pin, last, frog, word, peace, bag, sick, pest, jaw, phone, crest, bat.

DOK Level 2 Skills of Conceptual Understanding

1. Provide a list of words with digraphs and corresponding images and match each word with its corresponding image. For example, match the word “ship” with a picture of a ship.
2. Insert the appropriate digraphs missing in given words to make the words complete (e.g., wh-l= wheel, wi- - =wish, - - otograph= **ph**otograph).
3. Identify words that contain digraphs from a four-sentence paragraph.

Theme or Focal Area 2: **Blending of Sounds**

Definition/Introduction and Application

Blending is the strategy of putting sounds together (drag) to read a word. In other words, blending is mainly for reading

E.g., /h/ /a/ /t/ - hat

/f/ /a/ /n/ /t/ /a/ /s/ /t/ /i/ /c/ - fantastic

/sh/ee/ /p/ - sheep

Techniques for Teaching Blending

Start with words with only two phonemes (for example, am, at, an, in).

Progress to words with three phonemes, keeping in mind that words beginning with continuous phonemes (for example, sun) are easier to blend (for example, top).

Progress to words with consonant blend phonemes (for example, spat, milk, and other examples).

Progress to words with digraphs (for example, spoon, strong, car).

Example:

/a/ /m/ - am

/a/ /t/ - at

/t/ /o/ /p/ - top

/s/ /p/ /oo/ /n/ - spoon

/s/ /t/ /r/ /o/ /ng/ - strong

Learning Task for Practice

1. Learners work in small groups to blend the following sounds to form words.

/p/ /e/ /n/

/b/ /l/ /e/ /n/ /d/

/t/ /r/ /a/ /i/ /n/

/ch/ /i/ /p/

/th/ /i/ /n/ /k/

/sh/ /ee/ /p/

2. Learners blend given sounds to form words and sort out into groups non-digraphs and digraph words.

Pedagogical Exemplars

Exploratory Learning

1. In small groups, learners run their fingers over given sounds to blend regular words without digraphs. (e.g., banana, fantastic).
2. In turns, learners blend sounds with digraphs using sound flash cards.

3. Utilise phonics apps or online games that offer activities specifically focused on blending sounds. These can provide interactive and engaging practice for learners.
4. In mixed-ability groups, learners create sets of cards with individual sounds written on them. Have learners randomly pick cards and blend the sounds to form words.
5. In mixed-ability groups, learners sort out words blended from sounds into non-digraph and digraph words.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. In pairs, blend the following sounds into words:
 - a. /f/ /l/ /a/ /g/-
 - b. /sh/ /ou/ /t/-
 - c. /c/ /oi/ /n/-
 - d. /th/ /r/ /ea/ /d/-
 - e. /f/ /or/ /k/-
 - f. /b/ /a/ /n/ /d/-
 - g. /r/ /i/ /ng/-
 - h. /j/ /ar/-
 - i. /c/ /r/ /ie/ /d/-
 - j. /g/ /r/ /ee/ /n/-
2. In small groups, blend the following sounds into words and write the words that contain digraphs and make a presentation to the whole class for peer-review:
 - a. /ch/ /ar/ /t/
 - b. /p/ /e/ /n/
 - c. /sh/ /o/ /p/
 - d. /kn/ /ow/
 - e. /ph/ /a/ /se/
 - f. /gh/ /o/ /s/ /t/
 - g. /c/ /o/ /t/
 - h. /t/ /a/ /s/ /k/

Reflection

How does the lesson on digraphs and blending help learners to improve their day-to-day conversations and writing? What issues might arise, and how can they be overcome? Any room for remedial lesson?

Week Review

The week 1 lessons focused on identifying digraphs in the sounds of the English language and blending sounds to read words. Understanding digraphs and blending sounds into words is an important skill for reading. These skills enabled learners to blend sounds to read words with multiple letter-making sounds. Moreover, learners' ability to blend sounds into words effectively would help improve their reading and writing skills.

Additional Resources

Any English language book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

Wernham, S & Lloyd, S. (2012), *Jolly Phonics Handbook*. Jolly Learning Co. Ltd. Essex U.K

WEEK 2

Strand: **Reading**

Sub-Strand: Phonics

Learning Outcome: *Employ decoding and segmenting strategies for reading and writing new words*

Content Standard: Demonstrate and apply knowledge of phonics in decoding and reading words

INTRODUCTION AND WEEK SUMMARY

Welcome to the week's lessons on decoding simple, phonetically regular words and segmenting and writing simple, decodable words. The lessons will employ how words are made up of different sounds and how we can use this knowledge to read and write new words. When we read, we need to be able to break words into their sounds or segments and then decode those sounds to read the whole word. The skills of decoding and segmenting are very essential in reading. These skills help learners to write and read smoothly and quickly, leading to better comprehension and enjoyment of texts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaborative and activity-based pedagogies will be employed to make this lesson engaging and interactive. Learners will work in mixed-ability groups to decode and segment words into sounds and write them down. As learners work together, they build effective communication skills and promote teamwork. This week's lessons will therefore focus on differentiation to meet the diverse needs of learners.

ASSESSMENT SUMMARY

Formative assessment is used throughout this week's lesson, such as observation and questioning to gauge learners' understanding. While assessing learners' ability to decode simple phonetically regular words and segment words into sounds under assessment level 2 and level 3. These assessment levels will help learners demonstrate the ability to decode, segment and write words effectively. These ongoing assessments help teachers provide timely feedback and adjust teaching and learning to meet the needs of each learner.

Week 2

Learning Indicators:

1. *Decode simple phonetically regular words*
2. *Segment and write simple, decodable words*

Theme or Focal Area: **Decoding words**

Definition/Introduction and Application

Decoding is applying knowledge of letter-sound relationships to pronounce written words correctly, which is a key skill for learning to read.

Strategies for Teaching Decoding

1. Look at the whole word.
2. Look for parts or chunks you might know.
3. Put your finger under the beginning of the word.
4. Move your finger from left to right.
5. Slowly stretch out the sound and chunks in the word.
6. Blend the sounds to read the whole word.

Techniques for Decoding

Chunking and word parts: circle base/root word and look for spelling patterns.

Covering part of the word: cover up parts of a word with your finger to decode another part.

Blending cards: point out each sound, say it, and then blend them all to say the word.

Blending drill: use phonogram cards learners know, create a word and have learners decode. Swap a card for another till all words are decoded.

Nonsense Words: use nonsense words for decoding. This makes the point in a light-hearted, inclusive fashion.

Learning Task for Practice

1. Learners in groups decode the following words:
cloud
dream
shine
talks
nurse
mouse
knife
lemon

grape

image

- Learners unscramble phonetically regular words to form meaningful words.

Pedagogical Exemplars

Collaborative Learning

In mixed-ability groups, learners decode regular words on flashcards.

E.g.,

stamp: /s/ /t/ /a/ /m/ /p/

moon: /m/ /oo/ /n/

fancy: /f/ /an/ /cy/

Activity-Based Learning

- In mixed ability groups, learners unscramble phonetically regular words to form meaningful words.

E.g.,

S/N	Scrambled Word	Unscrambled Meaningful Word
1	syudt	study
2	sett	test
3	redips	spider
4	weflro	flower
5	cuitbis	biscuit

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

In mixed ability groups, fill in blank spaces to complete given sentences using phonetically regular words.

DOK Level 3 Strategic Reasoning

- In small groups, decode the following words, identify the sounds that make up the word and make a presentation to the class.

drink

flat

queen

umbrella

stamp

- In groups, unscramble the following letters to form meaningful words:

duloc

apegr

agemi

drib

ecir

emag

Theme or Focal Area: **Segmenting Words**

Definition/Introduction and Application

Segmenting is the ability to identify sounds in words, breaking the word down into individual sounds. For example: Sand - /s/a/n/d/

Strategies for Teaching Segmenting

1. Look at the whole word.
2. Look for parts or chunks you might know.
3. Lift your finger to represent a sound in the word.
4. Count the individual sounds in the word from left to right.
5. Slowly stretch out the sound and chunks in the word.
6. Start from simple, decodable words to complex words.

Example:

at- /a/t/ (2 sounds)

hen- /h/e/n/ (3 sounds)

clap- /c/l/a/p/ (4 sounds)

diet- /d/i/e/t/ (3 sounds)

strong- /s/t/r/o/n/g/ (5 sounds)

rabbit - /r/a/b/b/i/t (5 sounds)

play- /p/l/ay/ (3 sounds)

wear- /w/ear/ (2 sounds)

boy- /b/oy/ (2 sounds).

Encourage learners to use ‘bottoms’ to segment words

- at neck
 •• •••
- stand shelf
 •••• ••••

Activities/Techniques for Segmenting

1. In mixed-ability small groups, learners tap out the sounds that make up a word to segment.
2. In pairs, learners cover up each sound in a word-to-segment using bottle tops that represent the sounds.
3. In mixed ability groups, learners sort out words to their sounds per box.

4. In small groups, learners segment with pegs or use flashcards to represent each sound in a word.
5. Lifting a finger each to represent sounds in words.
6. Use educational apps or online games to engage learners in practising segmenting skills more effectively.

Learning Task for Practice

Learners segment the following words into their various sounds:

apple
 frog
 stop
 flashcard
 reflect
 children

Pedagogical Exemplars

Collaborative Learning

1. In mixed-ability groups, learners segment decodable words and write them down.
2. Learners raise their fingers to represent the sounds in given words before writing them.
3. Learners in groups, use pegs, bottle tops, or cubes to represent the individual sounds in decodable words.
4. In small groups, learners use educational apps or online games to engage learners in practising segmenting skills in more interactive ways.
5. In pairs, learners play games that focus on segmenting words into individual phonemes. For example, provide a comment and ask learners to identify the beginning, middle, and ending sounds.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. In small groups, segment the following words into sounds:
 - a. celebrate
 - b. consider
 - c. friend
 - d. unnecessary
 - e. jumping
2. In groups, count the number of sounds in given words (e.g., dog- /d/ /o/ /g/= 3- sounds, car- /c/ /ar/= 2- sounds).

DOK Level 3 Strategic Reasoning

Identify from an audio recording five decodable words and form sentences with them.

Reflection

How has decoding and segmenting helped learners in reading words? What adjustments are required in the teaching strategy? Are the learners confident enough to move to the next stage?

Week Review

Decoding simple phonetically regular words and segmenting sounds into words are important strategies of reading and writing. Through decoding and segmenting practices, learners are equipped with the skills to become confident and proficient readers. Also, as learners work in groups, they would understand the need to collaborate and work as a team to achieve a desired goal as well as respecting the opinions of one another.

Additional Resources

Any English language book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

Wernham, S & Lloyd, S. (2012), *Jolly Phonics Handbook*. Jolly Learning Co. Ltd. Essex U.K

WEEK 3

Strand: **Reading**

Sub-Strand: Vocabulary

Learning Outcome: *Use words and phrases acquired correctly*

Content Standard: Demonstrate understanding of words and phrases acquired through reading and conversation

INTRODUCTION AND WEEK SUMMARY

Welcome to this week's lesson on identifying real-life connections between words and their usage. Understanding how words are used daily is essential for effective communication and comprehension. This week, we'll explore the significance of making these connections and how they can enhance our language understanding.

Words are not just isolated language units but tools we use to communicate thoughts, ideas, and emotions. We can better understand how language functions in different contexts by identifying real-life connections between words and their usage. This skill helps us become more effective communicators and allows us to appreciate the richness and complexity of language.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lesson will use collaborative learning to explore real-life connections among words. Cooperative learning allows learners to work together, discussing and sharing their insights into how words are used in different contexts. This not only enhances their understanding but also promotes teamwork and communication skills.

We'll also focus on differentiation to meet the diverse needs of learners. Some learners may need additional support in making real-life connections between words, while others may be ready for more challenging tasks. By providing various levels of support and activities, we can ensure that all learners are engaged and are making progress. Again, it is worth emphasising that a supportive approach taken by peers is of exceptional value.

ASSESSMENT SUMMARY

In assessing comprehension of how words are used in different contexts, use tasks such as identifying synonyms and antonyms and completing sentences with appropriate words to assess learners' understanding. In doing this, level 2 assessment will be achieved. This assessment helps us gauge learners' ability to apply their knowledge of words in real-life situations.

To assess learners' reasoning skills, we will employ level 3 assessment, which focuses on how learners can analyse and evaluate how words are used in different contexts. We'll use tasks such as explaining the meaning of idiomatic expressions or determining the tone of a passage to assess learners' reasoning skills. This assessment helps us identify areas for improvement and tailor our teaching and learning to meet the needs of each learner.

In conclusion, identifying real-life connections between words and their usage is a valuable skill that enhances our understanding of language. Through collaborative learning, differentiation, and assessment at Level 2 and 3 Reasoning, we'll help learners better appreciate how words are used in different contexts.

Week 3

Learning Indicator: *Identify real-life connections between words and their usage*

Theme or Focal Area: **Real-life Connections between Words and their Usage**

Definition/Introduction and Application

How learners acquire the meaning of words and phrases in reading and conversations

1. From context.
2. Use of dictionary or thesaurus.
3. Through negotiation.
4. Explicit learning strategies: deliberately teach learners
 - Tier one words are basic words mostly known by learners: such as - happy, head, hand, fight, and come.
 - Tier two words are more complicated: such as - fortunate, think, critical, and advanced are common in texts.
 - Tier three words are uncommon words typical of a specific domain: – such as parliament, pedagogy, matter, or revolution.
5. Cognate (cognates are words from the same source; the target language word is the same or quite like one in the target language, such as school in English and sukuu in Twi).

Learning Tasks for Practice

1. Learners identify new words and phrases in a reading text.
2. Learners identify the meaning of the words based on the context.
3. Learners find synonyms and antonyms of the words based on the context.
4. Learners form meaningful sentences with the following words:
 - permission
 - respect
 - brilliant
 - behaviour
 - excellent

Pedagogical Exemplars

Collaborative Learning

1. In mixed-ability groups, learners read a text and identify vocabulary.
2. In small groups, learners use a dictionary to look for meanings of the vocabulary identified in context.
3. In mixed-ability/gender groups, learners pick out flashcards with vocabulary corresponding to their meanings
4. In small groups, learners create collages that represent each word using images cut from magazines or printed from the internet.

5. In mixed ability groups, learners discuss and find synonyms and antonyms of the words in given contexts.
6. In mixed-ability groups, learners brainstorm and discuss relevant words or vocabulary related to a given scenario. Learners use the words or vocabulary to form meaningful sentences.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. In groups, learners form five meaningful sentences with the new words learned in real-life situations and conversations.
2. In mixed-ability groups, analyse the context in which each word is used from short paragraphs and explain its meaning.

DOK Level 3 Strategic Reasoning

1. In groups, create word webs to show the relationship amongst the words learned from the context.
2. In groups, give synonyms and antonyms to derive the meaning of given words.

Reflection

What strategies and techniques have you learned to help you understand the meaning of words in reading and conversation? Are the strategies effective or need revision?

Week Review

Through collaborative activities, learners identified new words and phrases from a given text, used words correctly in sentences and incorporated the new words into writing, conversations, and discussions. Learners explored through various group activities the real-life connection between words and their usage to enable them acquire the skills of vocabulary development.

The key assessments used were conceptual understanding (level 2) and reasoning (level 3). Learners used interesting activities to show the relationship between specific words learned from given contexts.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 4

Strand: **Reading**

Sub-Strand: Vocabulary

Learning Outcome: *Use words and phrases acquired correctly*

Content Standard: Demonstrate understanding of words and phrases acquired through reading and conversation

INTRODUCTION AND WEEK SUMMARY

Exploring new meanings of familiar words is the focus of this week's lesson. Learners will discover how words can have different meanings in different contexts and how we can use this knowledge to enrich our language skills. Understanding that words can have multiple meanings is a key skill in language development. It allows learners to express themselves more precisely and comprehend texts more deeply. Learning to identify new meanings for familiar words expands their vocabulary and enhances our ability to communicate effectively.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To help us grasp this concept, learners will engage in exploratory and activity-based learning. Through exploration and hands-on activities, they will discover the various meanings of words and how they are used in different contexts. This approach will make learning more engaging and help you retain and apply the knowledge effectively. Since every learner is unique, we shall use differentiation to meet their needs. Some may already be familiar with the different meanings of words, while others may encounter this concept for the first time. By tailoring the activities to their level of understanding and also ensuring that everyone can participate and learn at their own pace.

ASSESSMENT SUMMARY

At the end of this week's lesson, learners will be assessed on their understanding by using strategic reasoning and conceptual understanding skills. They will apply new meanings of words to sentences, demonstrating their ability to comprehend and use the vocabulary correctly in context. This assessment will test their knowledge and ability to think critically and apply concepts creatively.

Week 4

Learning Indicator: *Identify new meanings for familiar words and apply them correctly*

Theme or Focal Area: **Identifying Varied Meanings of the Same Words**

Definition/Introduction and Application

Criteria for Determining the Meaning of Words

Context: The immediate surrounding words and sentences.

Syntax: Understanding the grammatical role of the word in the sentence.

Word Structure: Know the structure of the word, including prefixes, suffixes, and root words.

Collocations: Observe which words often appear alongside the target word. **Synonyms and Antonyms:** Know the words similar in meaning and opposite in meaning of the word.

Dictionary Definitions: Use dictionaries to get the different meanings of the word.

Field or Subject-Specific Knowledge: Know the subject area in which the word is found and its implied meaning.

Tone and Register: Analyse the style and formality of the writing or speech to comprehend the intended meaning better.

Example

Fire	(flame) the fire burnt down the house (familiar) (to shoot) the military fire into the air (unfamiliar/ new meaning) (to sack) I have to fire you for non-performance of work
Head	(a part of the body) He balanced the pan on his head (familiar). (a leader) Adzo is the head of the delegation which is to visit the chief. (unfamiliar/ new meaning)
Goal	(to get a ball into a net) The striker scored the only goal during the football match. - (familiar). (ambition). It is the company's goal to remain on top. (unfamiliar/ new meaning)
Match	(game). It was an exciting women's football match. (familiar) (align). The two pictures do not match. (unfamiliar/ new meaning)
Polish	(Substance to make a surface shiny) I bought black polish from the market. (familiar). (to make something shiny using friction). The cobbler will polish my shoes for me. (unfamiliar/ new meaning)
Pen	(as writing instrument object). She used a blue pen to write. (familiar) (where livestock are kept). The farmer kept the goat in the pen. (unfamiliar/ new meaning) (to write). The teachers pen their thoughts daily. (unfamiliar/ new meaning)
Transport	(a vehicle). They own a transport business. (to move). Drivers transport items from the port to Northern Ghana.

Learning Task for Practice

1. Learners use dictionaries to find the different meanings of given words
2. Learners use the meaning of given words to create a short story.
3. Learners fill in blank spaces in a given passage with given words

Pedagogical Exemplars

Exploratory Learning

1. In mixed-ability groups, learners research from different sources (books, the internet, and so on) to identify different sentences having the same focal word.
2. In mixed ability groups, learners review different pairs of sentences, both having the same focal word.

Example:

- a. She was given the local medication prepared from tree **bark**. (i.e. the cover or the protective outer sheath of a tree normally use for medication)
- b. The dogs **bark** woke him up. (i.e. noise made by dogs)

Activity-Based Learning

1. In groups, learners brainstorm different meanings of words
2. In mixed-ability groups, learners think-pair-share the meanings of words
3. In mixed-ability groups, learners use new meanings of focal words on given sentence cards to form other sentences with different meanings.
4. In small groups, learners discuss and find synonyms and antonyms of underlined words in a given passage.

Key Assessment

DOK Level 2 Skill of Conceptual Understanding

1. In small groups, fill in blank spaces with the appropriate words.
2. In pairs, choose from list of alternative words the word that is nearest in meaning or nearly opposite in meaning to given words.

DOK Level 3 Strategic Reasoning

1. In groups, use the given words to form meaningful sentences (e.g., head, pen, fire)
2. Use a computer and Projector to project a word puzzle for learners in groups to identify the vocabularies and use them to construct meaningful sentences.
3. In groups, give synonyms and antonyms to derive the meaning of given words in contexts.

Reflection

How has this lesson helped learners appropriately use the new meanings of familiar words? What problems have been encountered, and how can they be resolved? How much reinforcement of previous learning is required before the learners at all levels move to the next stage?

Week Review

This week's lesson focused on identifying new meaning for familiar words and applying them correctly in given contexts. The lesson equipped learners with the skills to use the appropriate vocabulary to describe situations in their daily activities. To achieve this learning indicator, the pedagogical examples employed included exploratory learning and activity-based learning, which made the lesson learner-centred. Additionally, differentiated tasks were given to cover level 2 and level 3 of the depth of knowledge to assess their understanding of the lesson.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 5

Strand: **Oral Language**

Sub-Strand: Conversation (speaking)

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND WEEK SUMMARY

Welcome to the week-long journey of exploring language use, focusing specifically on the correct use of words and tenses in speech. Throughout this lesson, learners will be engaged in inquiry-based, collaborative, and activity-based learning approaches, which will deepen their understanding and enhance their practical application of language skills. By the end of the lesson, learners will have a better understanding of the use of words and tenses while correctly building their confidence in using them correctly in their everyday conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Inquiry-based learning encourages active questioning, investigation, and exploration. As learners delve into various concepts of the use of words and tenses correctly in speaking, encourage them to ask questions and to seek deeper understanding.

Collaborative learning emphasises teamwork, communication, and the exchange of ideas. Through group discussions, peer feedback, and collaborative projects, learners will improve each other's strengths and perspectives to enrich their learning experiences.

Activity-based learning will also play a key role in this lesson. Learners will engage in hands-on activities that will help them practise using correct words and tenses. This approach will deepen their understanding and make learning more enjoyable and memorable.

ASSESSMENT SUMMARY

As the lesson progresses, learners will differentiate between meaning and usage of words and tenses. This will sharpen the learners' skills of conceptual understanding. Through strategic reasoning, learners will learn how to select the most appropriate words and tenses to convey their ideas effectively. Learners' discussion of the images will improve their correct use of tenses.

Week 5

Learning Indicator: *Use words and tenses correctly when speaking*

Theme or Focal Area: **Correct Use of Tenses**

Definition/Introduction and Application

Learners should be familiar with the following three tenses in the English Language:

The Three Main Tenses

Simple Present (*it is used to describe an action which happens habitually and for general truth*)

Simple Past (*it is used for an action that started in the past and at the time of speaking is completed*)

Simple Future (*it is used to describe an action that is yet to happen*). It is usually marked by words such as **will / shall**.

The Tense-Aspect

The Tense Aspect: it is the duration of an event within a particular tense.

Present Continuous (*it is used for an action that started in the past and at the time of speaking the action is in progress*). It is usually marked by a verb ending + **ing**.

Past continuous (it is used to describe an action that happened at a particular time in the past). It is marked by a past auxiliary + **ing** form of the verb.

Present Perfect (*it is used for an action that is already completed when you are speaking about it*). It is marked by **has/have**

Past perfect (*it is used to describe an event that happened in the past before another event in the past*). It is marked by using **had**.

Present Perfect Continuous (*it is used to show that an action started in the past and at the time of speaking, the action is still in progress*). It is marked by **has/have + been + ing form of the main verb**.

Past Perfect Continuous (*It is used to indicate that one action was completed before the other but the second action covers a period of time in the past*). It is marked by **had + been + ing form of the main verb**.

	Present	Past
Simple	Ewoenam eats fufu every day.	Ewoenam ate fufu.
Perfect	Ewoenam has eaten all the fufu.	Ewoenam had eaten all the fufu when you arrived.
Perfect Continuous	Ewoenam has been eating fufu for two hours.	Ewoenam had been eating fufu for two hours when you arrived.

Learning Tasks for Practice

1. Learners orally change the simple present tense in a given sentence to the simple past
 - a) She brushes her teeth every morning.
 - b) Elikem sweeps his room daily.
2. Learners orally change the simple present tense in a given sentence to the present perfect and past perfect:
 - a) The cleaner swept all the rooms.
 - b) She has eaten all the food.
3. Learners orally, change the simple present tense in a given sentence to the present perfect, past perfect, present perfect continuous, and past perfect continuous:
 - a) Ewoenam eats fufu for 2 hours. (To present perfect continuous tense)
 - b) They are sitting an examination. (To past perfect continuous tense)
4. Talk about the images below using the following tenses and aspects:

Simple present tense

Simple past tense

Simple future tense

Present continuous tense

Past continuous tense

Present perfect tense

Past perfect tense



Pedagogical Exemplars

1. Inquiry-Based Learning

- a. In mixed-ability groups, learners identify verbs in given sentences and discuss the tense forms (e.g., simple present, simple past [regular and irregular], present continuous, past continuous, future tense) of the verbs in the sentence.
- b. In mixed ability groups learners talk about what happened on their way to school, what is happening in the classroom, and what they would do when they go home.
- c. In small groups (mixed gender) learners work to make word posters with different tenses of the given verbs.

2. Collaborative Learning

- a. Discuss as a whole class, the tenses for the different verbs and activities in the images above.
- b. Learners in mixed-ability groups change the verbs into the three tenses.

3. Activity-Based Learning

- a. In pairs learner mentions a word and the partner changes into the correct verb tense.
- b. Learners in small groups act out (role-play) a verb tense while their classmates guess which tense they are demonstrating.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

In group, form oral sentences using the three main tenses:

1. Simple present tense
2. Simple past tense
3. Future tense

DOK Level 3 Strategic Reasoning

In pairs, form oral sentences using the following verb tenses

1. Present perfect tense
2. Past perfect tense
3. Present perfect continuous tense
4. Past perfect continuous tense

Reflection

How does the lesson on the correct use of tenses help learners to speak correctly and fluently in their day-to-day conversations? Is there any room for remedial lesson?

Week Review

In this week's lesson, learners were engaged in various activities to practise using words and tenses correctly. The inquiry-based approach allowed them to explore language in context, while the activity-based learning made the concepts more interactive and involving.

Learners participated in group work, whole discussions, and pair work which required them to use different tenses appropriately. They applied their knowledge in real-life situations, enhancing their understanding of how words and tenses work together to convey meaning.

Through these activities, learners not only improved their language skills but also gained confidence in using English in different contexts. The lesson was effective in helping learners master the use of words and tenses, preparing them for more complex language tasks in the future.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 6

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of text heard/read to.*

Content Standard: Demonstrate the ability to listen to reading and conversation, and exhibit an understanding of what is heard

INTRODUCTION AND WEEK SUMMARY

Learning to listen attentively can help you become more engaged and confident in your interactions with others. In this lesson, learners will discover the importance of listening with intent. They will do this through collaborative learning, where learners will work together to understand the impact of attentive listening on their conversations. Through inquiry-based activities, learners will have the opportunity to explore different listening techniques and their effectiveness in various contexts. By the end of the lesson, learners will be better listeners and also be more active participants in conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Activity-based learning will be a key component of this lesson. Learners will engage in hands-on activities that will help them practice active listening skills, such as asking clarifying questions and summarising information. This approach will not only enhance their listening abilities but will improve learners' overall communication skills.

ASSESSMENT SUMMARY

Learners will differentiate amongst different types of listening and their roles in effective communication. Using recorded audio will sharpen their skills of conceptual understanding. Learners will learn how to apply their listening skills in real-life conversations through strategic reasoning, making their interactions more accurate and thus more meaningful and productive.

Week 6

Learning Indicator: *Listen attentively to ask clarifying questions and participate effectively in conversations*

Theme or Focal Area: **Effective conversations**

Definition/Introduction and Application

Listening involves the ability to decode messages and respond to what is being said. Listening involves more attention than hearing.

This is more challenging when listening to languages you are not proficient in.

Active listening is the process of listening attentively while someone else speaks.

Active listening involves:

1. removing all distractions
2. consideration of gestures
3. giving feedback after the message is received and understood

Methods for Teaching Listening Skills

1. Interpersonal activity (one learner interviewing another on a given topic).
2. Group activities (in small groups, learners discuss a given topic and ask clarifying questions)
3. Audio segment (listen to a recorded text and ask learners to retell or share ideas.)
4. Video segment (watch documentary films, short sketches, dramatic and comic materials and discuss)

Strategies for Teaching Listening Skills

1. **Pre-listening:** (activities to engage in before listening)
 - a. Teach critical vocabulary
 - b. Activate learners' background knowledge on the topic.
 - c. Tell learners the purpose of listening.
 - d. Help learners to predict the content of the listening text.
2. **While listening:** (activities to engage learners in during the listening)
 - a. Read a text or play an audio recording at least twice
 - b. Avoid writing
3. **Post listening:** (these are activities to help learners clarify and extend their thinking on what they have listened to)
 - a. Paraphrase text read, or audio recording heard
 - b. Give the main idea about the passage.
 - c. Draw conclusions

Using Technology to Teach Listening Skills

Audio recording, videos, phones

How to Help Learners Develop Listening Skills

1. Consider eye contact.
2. Be alert.
3. Pay attention to body language and facial expression.
4. Make a mental image of what the speaker is saying.
5. Provide feedback

Learning Task for Practice

1. Learners listen to audio recordings on a given topic and identify the main idea.
2. Learners listen attentively to a recorded short story and answer questions on it.
3. From a one-paragraph audio jumbled story, learners in groups, orally rearrange the story in sequential order.

Pedagogical Exemplars

1. Collaborative Learning

- a. In mixed-ability groups, learners engage in a dialogue, listening to each other and asking clarifying questions.
- b. In small mixed-ability groups, learners listen attentively to a recorded story and answer questions on it (questions should relate to the main ideas in the story)
- c. In mixed-ability groups, learners listen to a six-sentence audio-jumbled story, discuss and orally rearrange the story sequentially.

2. Activity-Based Learning

Learners take turns to narrate to the whole class a short story on an event witnessed or experienced.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. Role-play in-pairs a dialogue on greetings.
2. Orally rearrange at least five/six-sentence audio-jumbled story heard in a sequential order
3. Orally rearrange at least one-paragraph audio-jumbled story heard in a sequential order

Reflection

How do listening skills acquired help learners listen attentively to ask clarifying questions and participate effectively in conversations?

Week Review

This lesson focused on improving learners' listening skills and their ability to ask clarifying questions for effective communication. The use of collaborative learning activities through group discussions, role-plays, and interactive listening exercises encouraged learners to engage with their peers, while activity-based learning made the concepts more practical and engaging.

Learners' conceptual understanding was evaluated based on their ability to listen attentively to audio-jumbled stories, ask thoughtful questions, and contribute meaningfully to discussions. These skills are crucial for effective communication in both academic and real-world settings.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 7

Strand: **Oral language**

Sub-Strand: Conversation (speaking)

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND SECTION SUMMARY

Learning new vocabulary enriches learners' language and helps them express themselves more precisely and creatively. In this lesson, learners will explore the importance of using new vocabulary correctly. Learners will do this through collaborative learning, where learners will work together to discover the meanings and usage of new words. Through inquiry-based activities, learners will have the opportunity to explore the context in which these words are used, thus enhancing their understanding and retention.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Activity-based learning such as role play, interactive games and so on will be used to promote active participation and reinforce the correct usage of new vocabulary in various contexts.

ASSESSMENT SUMMARY

Learners will be assessed on conceptual understanding and strategic reasoning to ascertain their proficiency in using new vocabulary correctly. They will be able to apply vocabulary in diverse contexts and to analyse their comprehension of word meanings. Assessment strategies may include oral presentations, rearrangement of jumbled words, and use of new vocabulary to form sentences.

Week 7

Learning Indicator: *Use new vocabulary correctly*

Theme or Focal Area: **Use of Vocabulary**

Definition/Introduction and Application

Vocabulary is the collection of words in a language. They are words learners will use to communicate about the world. It requires understanding the meaning of words and being able to use them appropriately in context.

Strategies for Teaching Vocabulary

1. Introduce new words one at a time
2. Define the words with examples
3. Provide the etymology of the word if helpful
4. Give a detailed description of the word (miming, acting, drawing, picture and objects).
5. Use the word in context
6. Find antonyms and synonyms of the word.

Using Technology to Teach Vocabulary

1. The use of computers, smartphones, audio recorders, vocabulary video games and so on to teach vocabulary.
2. Show a short film based on a chosen text and ask learners to discuss what they watched.

Strategies to Help Learners Remember and Use New Vocabulary

1. Give mnemonics association if appropriate
2. Use vocabulary in conversations
3. Recycle words (use words in different contexts)
4. Use language games

Learning Tasks for Practice

1. Learners listen to a given audio passage and identify new vocabulary
2. Learners find the contextual meaning of vocabulary in the given audio passage
3. Learners use the derived vocabulary from the given audio passage in dialogues.

Pedagogical Exemplars

Activity-Based Learning/Collaborative Learning

1. In mixed ability groups, learners use games, flashcards, and quizzes to mnemonic vocabulary from a given passage.
2. In small groups, learners use the derived vocabulary from the recorded audio passage in dialogues.

3. In mixed-ability groups, learners role-play different scenarios that require them to use new vocabulary acquired (e.g., self-introduction, host and guest conversation, greetings, at the library or school canteen).

Key Assessment

DOK level 2 skills of conceptual understanding

In small groups, listen to an audio story, identify vocabularies and use them in oral sentences.

DOK level 3 strategic reasoning

In mixed-ability groups, challenge learners to examine a picture carefully and identify and use the appropriate vocabularies that describes the pictures to create oral short stories

Reflection

How have the newly acquired vocabularies helped learners to communicate effectively? Do learners need remedial lesson on vocabularies?

Week Review

In this lesson, learners were exposed to the importance of using new vocabulary correctly. Through collaborative learning, learners worked together to discover the meanings and usage of new words. Through activity-based learning, learners had the opportunity to explore the various context in which words were used. Learners in groups used new vocabularies in dialogues and role-playing different scenarios. These activities enhanced their understanding and retention as well as their communication proficiency.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 8

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of the text heard or read*

Content Standard: Demonstrate the ability to listen to reading and conversation and exhibit understanding of what is heard or read

INTRODUCTION AND WEEK SUMMARY

Welcome to this week's lesson on exploring language use, focusing specifically on how to respond correctly to text read or heard in speech. Throughout this lesson, a collaborative, and digital-learning approach will be adopted which will deepen learners' understanding and also enhance their practical application of language skills. By the end of the lesson, learners will have a better understanding of how to respond correctly to text read or heard in speech, building their confidence in using them correctly in everyday conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaborative learning emphasises teamwork, communication, and the exchange of ideas. Through group discussions, peer feedback, and collaborative projects, learners will improve each other's strengths and perspectives in responding to text read or heard to enrich learners learning experience. Digital-learning will play a key role in our lesson. Learners will engage in listening to radio and audio tapes. This will help them build confidence as they practise how to respond correctly to text read or heard in listening comprehension. It will enhance their digital and communication skills.

ASSESSMENT SUMMARY

Learners will listen to a recorded audio story or audiobook for effective communication and this will sharpen their skills of conceptual understanding of listening comprehension. Learners through reflection on a given text and orally predicting an alternative ending will learn how to apply their listening skills in real-life conversations. The aim is to make their interactions more meaningful and productive.

Week 8

Learning Indicator: *Respond correctly to text read or heard*

Theme or Focal Area: **Responding to Text Heard**

Definition/Introduction and Application

Prediction is what somebody thinks will happen based on the evidence they have (making a forecast).

Strategies for Teaching Listening to Audio Stories Text Heard

Top-down strategy. It is listener-based where the listener taps into the background or previous knowledge of the topic, the context, the type of text and the language. It includes listening for the main idea, predicting, drawing inferences and summarising.

Bottom-up strategy: It is text-based where the listener relies on the language in the message. In this case, the listener combines sounds, words, and grammar to create meaning. It includes listening for specific information and recognising word-order patterns.

Methods for Teaching Predictions

1. Reading aloud simple stories.
2. Making anchor chart.
3. Using videos.
4. Help learners make their predictions
5. Help learners orally to reflect, refine and revise their predictions.

Learning Task for Practice

1. Learners listen to audio stories and respond to questions based on the stories.
2. Learners listen to half played audio recorded stories and predict an alternative ending.
3. Learners discuss the stories heard and predict the next event.

Pedagogical Exemplars

Digital / Collaborative Learning

1. In mixed-ability groups, learners listen to audio stories, discuss and respond to questions asked based on the stories.
2. In small groups, learners discuss the stories heard from an audio passage and predict the next events in the sequence of the narration.
3. In small groups, learners listen to half played audio recorded stories and predict an alternative ending.
4. In mixed ability groups, learners reflect on a given text and orally predict an alternative ending.
5. In small groups, learners predict different titles for a text that is read to them.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

In small groups, listen to a recorded audio story or audiobook and answer questions based on it.

DOK Level 3 Strategic Reasoning

In mixed-ability groups, reflect on a given text and orally predict an alternative ending

Reflection

How does prediction help with effective listening? Note how creative thinking will encourage confidence in language use. Can learners relate well with sequence of events in a listening comprehension?

Week Review

The journey of exploring language use focused precisely on how to respond correctly to text read or heard in speech. Throughout the lesson, collaborative and digital-learning approaches were adopted. These enhanced practical application of language skills. Learners understood how to respond correctly to text read or heard in speech, while building their confidence in using them correctly in everyday conversations.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 9

Strand: **Oral Language**

Sub-Strand: Conversation

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND WEEK SUMMARY

Week 9 lesson focuses on how to exchange ideas through oral communication.

It aims to assist learners in building fluency in oral communication and promoting the appropriate use of language in conversation. The “host” and “guest” interview sessions will build connections among learners.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaborative learning activities such as pair work and group work will be employed to help learners understand the concept of conversation. Learners will work with their classmates to discuss a given topic (STEM-related topics recommended). This collaborative approach will help learners work together to foster an environment of active participation and exchange of ideas.

Through Project-based learning, learners have the opportunity to exchange ideas through oral communication. Their assigned roles promote teamwork and ensure everyone has the opportunity to contribute orally, by identifying their strengths and areas for improvement and goal setting for future interactions. The project-based learning offers learners the opportunity to research a given topic connecting them to communicate effectively with experts.

ASSESSMENT SUMMARY

This week’s assessment requires learners to demonstrate conceptual understanding and strategic reasoning to exchange ideas through oral communication by using language appropriately in a variety of conversations. Formative assessment strategies, such as group work and pair work should be employed to foster collaboration, communication, and critical thinking skills.

Week 9

Learning Indicator: *Exchange ideas through oral communication*

Theme or Focal Area: **Oral communication**

Strategies to Use in Oral Communication

1. Make ground rules (rules they will need to practice in oral communication) with learners.
2. Know the names of learners to establish rapport.
3. Use small groups and collaborative learning to foster learners' engagement in communication.
4. Discuss how to handle controversial topics and situations with learners.
5. Develop ways of getting feedback from learners
6. Practise reflective listening skills
 - Paraphrase what others have said.
 - Ask both open-ended and specific questions.

Learning Task for Practice

1. Learners mention at least three causes of environmental pollution in our society.
2. Learners discuss at least three causes and effects of environmental pollution in our society.
3. Learners use a host and guest interview session to discuss the causes of environmental pollution in our society.

Pedagogical Exemplars

Collaborative/ Project-Based Learning

1. In mixed-ability/gender groups, learners discuss at least three causes of environmental pollution and make oral, written, or poster presentations to the whole group. Support learners who have a low understanding of the concepts and use probing or leading questions to seek clarifications on learners' responses (during discussion sessions, emphasise that learners should respect one another's view).
2. In mixed-ability small groups, learners use a host and guest discussions on environmental pollution.
3. Learners work together in mixed-ability small groups on projects to arrange a story sequence card to retell a story. The project must require discussions and sharing of ideas.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

In groups, identify and discuss five ways through which human beings degrade the environment.

DOK Level 3 Strategic Reasoning

1. In mixed-ability groups, create a short story out of a given sequence card on environmental degradation and make an oral presentation.

2. In large groups, learners brainstorm the causes of environmental pollution and make oral presentations.

Reflection

How does oral communication promote the appropriate use of language?

Week Review

This Week's lesson focused on how to exchange ideas through oral communication. It aimed to assist learners in building fluency in oral communication and promoted the appropriate use of language in conversation.

By incorporating collaborative and project-based learning approaches into lessons, learners had the opportunity to develop and enhance their oral communication skills in a supportive and engaging environment. Continued practice and feedback helped learners further improve their ability to communicate effectively. It built connections among learners and experts preparing them for success in future academic, professional, and personal endeavours.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 10

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of text heard or read.*

Content Standard: Demonstrate the ability to listen to reading and conversation, and exhibit understanding of what is heard or read.

INTRODUCTION AND WEEK SUMMARY

This week's lesson focuses on oral communication. Learners explore how verbal exchanges serve as a dynamic platform for sharing ideas, asking questions and building understanding. Through interactive discussions and activities, learners discover the importance of effective communication in expressing thoughts, receiving feedback and collaborating with peers. Through oral communication skills, learners not only enhance their comprehension abilities but also cultivate confidence and critical thinking skills. This week's lesson aims to empower learners actively to engage in verbal exchanges, fostering a supportive learning environment where ideas flourish and knowledge is shared through oral presentation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lesson employs talk-for learning, as a key pedagogy to emphasise the significance of oral communication. Through guided discussions, collaborative activities, and reflective dialogue, learners actively participate in verbal exchanges to deepen their understanding and enhance their learning experience. The pedagogy prioritises creating a supportive and inclusive environment where learners feel empowered to voice their thoughts, ask questions, and engage in meaningful conversations with peers and educators. This approach not only promotes comprehension and critical thinking skills but also cultivates a sense of ownership in the learning process. Throughout the lesson, learners are encouraged to use personal interaction as a tool for exploration, reflection, and knowledge construction, ultimately fostering a dynamic and interactive learning environment conducive to growth and academic success.

ASSESSMENT SUMMARY

This week, enhancing oral communication skills through strategic reasoning techniques will be the focus. The assessment will evaluate learners' ability to engage in meaningful exchanges of ideas using structured communication strategies. Learners will demonstrate proficiency in articulating their thoughts, actively listening, and employing strategic reasoning to convey their ideas through effective presentation. Through various activities and discussions, learners will showcase improved communication skills, demonstrating their capacity to express ideas coherently, respond thoughtfully and collaborate with peers. The assessment will highlight areas of strength and further development, while providing valuable insights for ongoing support at future stages.

Week 10

Learning Indicator: *Exchange ideas through oral communication*

Theme or Focal Area: **Oral presentation**

Definition/Introduction and Application

An oral summary is a brief presentation of the main points of a text.

Types of Summary

Evaluative summary (it deals with the listener assessing the quality of the item or text being summarised).

Descriptive summary (it deals with focusing on the main ideas and their supporting details).

Strategies for Oral Summary

1. Listen attentively to the audio passage being played.
2. Think about what the passage is mainly about.
3. Listen to the passage again.
4. Identify the main points in the passage.
5. Summarise it without expressing your own judgement - you can jot down notes here
6. Keep it brief
7. Express it in your own words
8. Orally provide the summary of the passage in a coherent manner.

Learning Task for Practice

1. Play an audio passage as learners listen attentively.
2. Learners think about what the key subject matter of the passage is.
3. Learners listen to the audio passage again.
4. Learners identify the main points in the audio passage.
5. Learners bring out the main points without judgement
6. Learners keep the main outline brief.
7. Learners express the main points in their own words
8. Learners orally provide the summary of the audio passage in a coherent manner.

Pedagogical Exemplars

Talk For Learning/Collaborative Learning

1. In mixed-ability groups, discuss the things to consider when summarising and outlining the main points e.g., exclude examples, descriptive words, and so on.
2. In large groups, learners listen to recorded stories and through discussions, outline key ideas in each presentation to demonstrate understanding.

3. In small groups, learners write out the key ideas from a one-paragraph audio passage and make an oral summary presentation for peer review. Support struggling learners to identify the key ideas.

Key Assessment

DOK Level 3 Strategic Reasoning

1. In groups, read a five-sentence narrative text carefully, identify the main ideas and make an oral summary presentation to the whole class.
2. In mixed-ability, orally, summarise the main ideas of a one-paragraph audio passage heard.

Reflection

How has the week's lesson changed your perception about doing the oral summary? Do learners require remedial lesson?

Week Review

In this week's lesson, oral communication was our focus. We explored how verbal exchanges served as a dynamic platform for sharing ideas, asking questions, and building understanding. Through interactive discussions and activities, learners discovered the importance of effective communication in expressing thoughts or main ideas, receiving feedback and collaborating with peers. Through oral communication skills, learners enhanced their comprehension abilities and cultivated confidence and critical thinking skills. Through oral presentation learners were empowered to actively engage in verbal exchanges, fostering a supportive learning environment where ideas and knowledge were shared.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 11

Strand: **Writing**

Sub-Strand: Production and writing

Learning Outcome: *Produce writing that is meaningful and appropriate to the task and purpose.*

Content Standard: Demonstrate ability to produce writing that is appropriate to the task and purpose.

INTRODUCTION AND WEEK SUMMARY

This week, we delve into the fascinating world of tricky words and alternative spellings and their significance in writing. We will explore strategies for identifying, understanding and using tricky words effectively, and how to recognise and incorporate alternative spellings in vocabulary development to create an environment that makes learners versatile in writing. The knowledge and understanding of the use of tricky words and alternative spellings will enhance learners' creativity in their daily writing experiences.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Through the use of exploratory, collaborative and activity-based learning approaches, learners work in groups and engage in hands-on learning experiences designed to deepen their understanding of tricky words and alternative spellings. The various learning activities will help learners use skills in tricky words and explore different spelling patterns in spelling words with the same sounds to improve their communication.

ASSESSMENT SUMMARY

Learners will be assessed based on recall, conceptual understanding and strategic reasoning to ascertain their understanding of using tricky words and alternative spellings in meaningful sentences. They will be able to write meaningful sentences in diverse contexts using tricky words and alternative spellings. Assessment strategies will include a variety of formative and summative assessment strategies, such as the identification of tricky words and alternative spellings in given sentences and using them to form sentences.

Week 11

Learning Indicators:

1. *Write meaningful sentences with 'tricky' words*
2. *Identify alternative spellings and apply them in writing sentences.*

Theme or Focal Area: Using 'tricky' words

Definition/Introduction and Application

Tricky words are words that cannot easily be sounded out. These words are not phonetically based. They are words that call for visual recognition. Examples are who, why, here, down, what, only, and so on.

High-Frequency Words (HFW)

High-frequency words (also known as sight vocabulary) are a group of frequently used words that are both phonetically regular and irregular and do not require much effort to remember. Some examples are jet, yes, kid, swim, step, stop, frog, and so on.

Strategies for Teaching 'Tricky Words'

Step 1: Read the tricky words to the learner(s); then read them together. Say the words again, phoneme by phoneme.

Step 2: Identify the regular letter-sound-correspondences in the word.

Step 3: Identify the 'tricky' bit. In the word 'many', the short /e/ is represented by an 'a'. Have the learner(s) read the tricky word, using colour to highlight the tricky bit (red or colour is more meaningful to the learner).

Step 4: If there is a reason for the unusual letter-sound correspondence that you are aware of, explain it. Explain the language origin, the etymology if helpful, the base word, 'many' is a short form of 'manifold' so it is spelled like that word. English words don't end in 'i' so the 'i' was changed to a 'y'. The pronunciation of the 'a' has changed over the years.

Step 5: If appropriate, teach learners to use their 'spelling voice' in saying the tricky word, e.g. 'many'.

Step 6: Where needed, teach the learner a memory tag that will help them learn the tricky word. For example, there is a basket-shaped letter, 'u', in the middle of 'buy', which helps the learner to remember that this homophone is associated with shopping. Stress again the importance of committing the whole word, its shape and its sound to memory.

Learning Task for Practice

1. Learners decode tricky words.
2. Learners identify tricky words from a given one-paragraph passage and use them in sentences.

Pedagogical Exemplars

Exploratory/ Collaborative/ Activity-Based Learning

1. In small groups, learners discuss and decode a group of tricky words (e.g., mother, accommodate, etc.). If learners are unable to decode, discuss as a whole class the part of the words that is tricky.
2. In mixed-ability groups, learners identify and discuss tricky words in given sentences. With support from the teacher, learners learn to read the tricky words identified in given sentences.
3. In mixed-ability small groups, learners identify some tricky words (e.g., five) and take turns to form sentences with the words.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

In groups, fill in the gaps of a given one-paragraph passage with the appropriate tricky words.

Dok Level 3 Strategic Reasoning

In mixed-ability groups, identify all tricky words in a given one-paragraph passage and use them in sentences.

Theme or Focal Area 2: Identifying and using alternative spellings.

Definition/Introduction and Application

Alternative spellings are different ways of spelling the same sound.

Below are some basic sounds words and their alternative sounds words

Examples are:

Basic Sounds	Alternative Sounds		
/ai/ - Pain, rain	ay- pay, play	/a-e/ - make, cake	
/ee/ - green, deep	ea - eat, heat	/e-e/ - these, eve	/y/ sunny, lady
/ie/ - pie, cried	igh - light, flight	/y/ - fly, my	
/oa/ - oat, boat	ow- low, grow	/o-e/ - bone, throne	
/ue/ - due, value	ew - grew, chew	/u-e/ - flute, mute	
/er/ - her, herb	ir - girl /ur/ - turn	/ear/ - wear, /air/- chair	/are/ -fare, care
/oi/ - boil, oil	/oy/- toy, joy		
/s/ (/ce/)- cement	/ci/ - circle,	/cy/- cycle, cylinder	
/j/ (/ge/)- gentle	/gi/ - ginger	/gy/- energy	
/or/ - form, torn	/au/ - august, laundry	/aw/ - dawn, yawn	
/k/ - kite, king	/ch/- choir, school	/k/ (/c/)- cat	
/f/- fish	/ph/ - phone		
/oo/ - moon	/u/ - put	/oul/ - would, should	
/e/ - egg	/ea/ bread, head		
/u/ - sun, under	/o/ - son	/ou/ touch, young	

Strategies for Teaching Alternative Spellings

The number of alternative spellings you explicitly teach at any time depends on the skill level of your learners. Provide learners with the English Alphabetic Code.

1. **Sound Wall:** is an activity used to help learners recognise and categorise words based on specific spelling patterns. For example, **verb, shirt, church, bear, share, pair.**
2. **Mnemonics:** it is a way of helping learners recall some spelling alternatives. Use sentences to help learners recall the words commonly used. For example: **Baby snail munches kale on a great big tray.**
3. **Word Hunts:** it is an activity where learners search for words with alternative spellings in texts they are reading.
4. **Word Puzzles:** Create crossword puzzles or word searches using words with alternative spellings. This helps to reinforce their understanding of the different spellings in a fun way.
5. **Word Games:** Play word games like Scrabble, using words with alternative spellings. This encourages students to practise using the words in a context.
6. **Interactive Technology:** Use interactive spelling apps to create a slideshow of alternative spelling using their own choice of images for their presentation.
7. **Read-Aloud:** Choose books or passages that contain words with alternative spellings. Encourage students to identify and discuss the different spellings they encounter while reading.
8. **Spelling activity:** Lead a dictation exercise where students must spell words with alternative spellings.
9. **Repetition and Practice:** Encourage learners to practise writing words with alternative spellings regularly.

Learning Task For Practice

1. Learners listen to a text and write down the alternative spelling words identified.
2. From given sounds, learners form their alternatives, and use them in sentences.

Pedagogical Exemplars

Collaborative /Exploratory/ Activity-Based Learning

1. In mixed-ability groups, learners explore similar sounds from their Ghanaian language corresponding to sounds in the English language (give support to learners)
2. In small groups, learners are given a group of alternative spelling words (e.g., rain-day-cake) to decode. Learners identify the same sound (rhyming sound) in all given words.
3. As a whole class, learners discuss parts of the words that have alternative spelling.
4. In small groups, learners identify alternative spelling words in given sentences. Give support to learners to identify the alternative ways the same sounds are written.
5. In mixed ability groups, learners list as many words as possible with given alternative spellings (e.g., /i.e., / in pie; /igh/ in light; /oi/ in boil; /oy/ in boy). The group that forms the most words wins.
6. In small groups, learners pick word cards from a bowl/basket and correct the words that have wrong alternative spellings. Careful preparation is required here to make this activity special.
7. In pairs, learners form sentences with alternative spelling words.

Key Assessment

DOK Level 1 Recall

In small groups, underline the words with alternative spelling in the following sentences.

1. The girl eats one of these green apples.
2. The girl fries the pie under the light.
3. I saw all the clothes in the laundry.
4. The gentleman got his energy from eating the ginger.
5. The girls wear their skirts and turn their hair.

DOK Level 2 Skills Of Conceptual Understanding

In groups, use the following alternative words to form sentences.

1. toast- show
2. sleep – baby
3. horn – dawn
4. circle – cylinder
5. coin- toy

Reflection

Consider how the lesson on using tricky words and alternative spellings enhanced the spelling and writing skills of the learners. Are there areas that need improvement?

Week Review

As we concluded this week's lesson on 'tricky' words and alternative spellings, we looked into strategies for teaching learners tricky words, discovered the differences between high-frequency words, and tricky words and how to effectively use them in sentences. Also, we explore the identification and the use of alternative spellings and how learners will recognise and incorporate diverse spelling patterns in writing to make them creative. Through group work, learners engage in exploratory activities designed to help them identify and use tricky words and alternative spellings in writing. As learners work together and share ideas on various learning activities, they learn to tolerate one another, build teamwork spirit and improve their communication competencies.

Additional Information

Any English Language Book approved by NaCCA

Reference

MacCary, M. (2021), *Handbook for Reading*. Ebeka Book Production

Wernham, S & Lloyd, S. (2011), *Jolly grammar teacher's book 2 and 3*. Jolly learning company, U.K

WEEK 12

Strand: **Writing**

Sub-Strand: Production and distribution of writing

Learning Outcome: *Produce writing that is meaningful and appropriate to task and purpose.*

Content Standard: Demonstrate ability to produce writing that is appropriate to the task and purpose.

INTRODUCTION AND WEEK SUMMARY

Throughout this lesson, we will explore techniques for cohesively structuring sentences and paragraphs to ensure clarity and readability. We will discuss the importance of understanding your audiences and tailoring your writing style accordingly to engage and communicate effectively. This lesson will also help the facilitator/teacher to guide learners to explore the impact of writing conventions on text production.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaboratively, learners will explore digital and activity-based learning pedagogical exemplars to enhance their skills in using capitalisation and punctuation for writing clear and coherent sentences and paragraphs. Learners engage in various activities designed to enforce key concepts of sentence structure. Using video presentations of set of sentences lacking basic writing conventions such as capitalisation and punctuation to develop a deeper understanding of effective sentence writing. Through activity-based learning, learners will discuss sentences in paragraphs to identify and fix writing convention errors and where possible use writing conventions in producing their own texts.

ASSESSMENT SUMMARY

Learners' assessment will be based on conceptual understanding and strategic reasoning to ascertain their mastery of writing clear and coherent sentences and paragraphs. Through a series of guided exercises and tasks such as watching brief videos on sentences and discussing paragraphs that lack basic writing conventions, learners will be provided with the chance to apply their knowledge of capitalisation and punctuation in practical scenarios. Various assessments will encourage learners to demonstrate their understanding through strategic reasoning, problem-solving and critical analysis. Learners will use these skills to identify and rectify common mistakes or errors in writing. Learners will also be assessed through group project work on the application of basic writing conventions in producing their own texts.

Week 12

Learning Indicator: *Write clear and coherent sentences and paragraphs for a range of purposes and audience*

Theme or Focal Area: **Writing Clear and Coherent Sentences**

Definition/Introduction and Application

Writing conventions are the set of guidelines one must adhere to in order to write concisely and clearly. It can also be explained as the accepted writing rules used to make a write-up understandable.

Examples of writing conventions:

Capitalisation is the act of writing a word with its first letter in uppercase while the remaining letters in lowercase. It is used for beginning letter of the first word of a sentence and for all proper nouns in a sentence.

S/N	Word	Capitalisation	Position in a sentence
1	bottle	Bottle	If it is the first word in a sentence
2	library	Library	If it is the first word in a sentence
3	school	School	If it is the first word in a sentence
4	machine	Machine	If it is the first word in a sentence
5	volta lake	Volta Lake	Anywhere it appears in a sentence
6	ahafo region	Ahafo Region	Anywhere it appears in a sentence
7	mariam dara	Mariam Dara	Anywhere it appears in a sentence
8	balme library	Balme Library	Anywhere it appears in a sentence

Examples of some words which are always capitalised:

John, Dara, Dzigbordi, Afiba, Bank of Ghana, Islamic Girls' Senior High School, Akosombo Dam, Accra, Kumasi, Ho International Airport, Larabanga Mosque, River Pra.

Punctuation refers to a group of marks or symbols which is used to indicate pauses, stops, emphasis or separate written sentences and parts of sentences, how sentences should be read, and to make meaning clear. Some common punctuation marks include:

- 1. Full stop- (.):** *Tells us when to stop or end a sentence.*
E.g., The dog is running. Ampadu follows the dog.
- 2. Comma- (,):** *Use to separate items in a list, separate clauses and indicate pauses.*
E.g., Selasi loves music, dancing, reading and writing.
The man, who lives in Suhum, is very patriotic.
- 3. Question mark- (?):** *Use to end a question.*
E.g., Have you finished your drawing? What is your favourite pet?
- 4. Apostrophe- ('): Use to indicate possession or omission.**
E.g., The boy's pen is missing. The boys' pens are missing. She'll come to school.

5. Exclamation mark- (!): *Use to indicate strong emotion or emphasis.*

E.g., What a glorious day it is! I love playing soccer! Wow, that's an amazing voice!

Significance of Writing Conventions

1. Conventions enable writers precisely to define the reader's interpretation of an idea or phrase.
2. They aid in the reader's comprehension of the purpose and effect of the work.

Strategies for Teaching Writing Conventions

1. Teach one specific convention at a time
2. Model a sentence with the correct use of capitalisation and punctuation.
3. The one specific convention might be the use of commas or of capitalising proper nouns.
4. Engage learners in the writing process. During the process, discuss and apply writing conventions collaboratively.
5. Learners should revise and edit their own work, or pair with another learner to collaborate.
6. Give individualised encouraging feedback to learners on their writing. Point out specific areas where they need improvement in terms of writing conventions and offer suggestions for improvement.
7. Encourage practice of regular writing using the appropriate conventions.

Learning Task for Practice

1. Learners fix in appropriate capitalisation and punctuation in given texts.
2. Learners rewrite short paragraphs and fix in the appropriate capitalisation and punctuation.

Pedagogical Exemplars

Collaborative Learning

1. **Digital Learning**
 - a. In mixed ability groups, learners watch a video of a set of sentences that lack basic writing conventions (such as punctuation and capitalisation). The sentences should be level-appropriate.
 - b. In mixed ability groups, discuss and identify the errors in the sentences and fix them using the appropriate capitalisation and punctuation.
2. **Activity-Based Learning**
 - a. Learners play a "fix the sentence" game where they work in small groups to re-write the sentences correctly following the basic conventions of writing. The first group to finish with the highest number of correct sentences wins the game.
 - b. Learners in mixed ability groups discuss any remaining incorrect sentences while reinforcing the basic conventions of writing.
 - c. In mixed-ability groups, learners discuss a given short paragraph, identify basic writing convention errors and rewrite the paragraph correctly, using the appropriate capitalisation and punctuation.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Learners watch a video on sentences that lack punctuation and capitalisation. Learners identify and discuss the errors and fix the correct conventions.

DOK Level 3 Strategic Reasoning

1. Learners play a “fix the sentence” game where they work in their small groups to re-write the sentences correctly following the basic writing conventions.
2. In mixed-ability groups, rewrite the one-paragraph short story below using the appropriate capitalisation and punctuation:

my Friend mariam and I worked hard to pass our basic education certificate examination (BECE). Few months to the examination my teachers organised evening classes for us on fridays for free. However Hawa Dara and Mensah appiah did not attend the extra classes. They held the belief that other Students might help them in the examination room. The first four papers we wrote were English Language mathematics geography and Economics. On the day of mathematics appiah was caught by one waec officer. What do you think happened to appiah results. All his results were cancelled. He became a school drop-out and his dream of becoming a lawyer was shattered. Never cheat in an Examination!

3. In mixed-ability/gender groups, write a short story on a given topic (e.g., My happiest Day in School). Learners should incorporate capitalisation and punctuation in their story. Each group should present their story in class for a peer-review on the basic writing conventions used in the story (**Group Project**).

Reflection

How has the lesson on writing conventions enhanced your learners’ writing skills? Where are the gaps? What reinforcement is still required?

Week Review

As we conclude this week’s lesson in writing clear, coherent sentences and paragraphs for diverse audiences. We look into the art of crafting sentences and paragraphs using capitalisation and specific punctuation to develop more lucid communication. The learner tasks, activities and assessments are designed to enable learners work collaboratively to foster teamwork and tolerance. The essence of the lesson is to provide rooms for learners to consolidate their knowledge in writing conventions and to incorporate these conventions effectively into writing. This knowledge provides the opportunity for learners to tackle writing with much confidence and to avoid basic writing convention errors in text production.

Additional Information

Any English Language Book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

LEVEL 2

WEEK 1

Strand: **Reading**

Sub-Strand: Phonics

Learning Outcome: *Employ decoding and segmenting strategies for reading and writing new words*

Content Standard: Demonstrate and apply knowledge of phonics in decoding and reading words

INTRODUCTION AND WEEK SUMMARY

This week's lessons focus on demonstrating and applying knowledge of digraphs in the sounds of the English language and blending strategies for reading and writing new words. Understanding digraphs and blending of sounds are fundamental to mastering reading and pronunciation. These concepts help the learners to develop strong phonemic awareness, ability to recognise and manipulate the individual sounds (phonemes).

Ultimately, a solid foundation in digraphs in the sounds of English and blending strategies equip learners with the skills they need to become confident and proficient readers and writers.

SUMMARY OF PEDAGOGICAL EXEMPLARS

In this week's lessons, the main pedagogies are activity-based learning, and exploratory learning are employed to demonstrate and apply knowledge in sounds of English and blending of sounds read to words. Differential approaches are used in this pedagogy to promote inclusivity, assisting the teacher in connecting with different learning styles in the classroom.

ASSESSMENT SUMMARY

This week's concepts require learners to demonstrate recall and conceptual understanding of digraphs in the sounds of English language and blending of sounds to read words by applying them to real-life reading. Hence, the assessment should largely cover levels 1 and 2 of the Depth of knowledge (Dok). The teacher should employ a variety of formative assessment strategies, such as group work, which foster collaboration, communication, and critical thinking skills.

Week 1

Learning Indicators:

1. Identify the digraphs in the sounds of the English Language
2. Blend sounds to read words

Theme or Focal Area: 1 Sounds of the English Language

Definition/Introduction and Application

Phonics as an approach to language teaching involves learning the sounds of a language by using hearing skills and sound patterns. It is a word recognition strategy in which graphemes (letters) are associated with phonemes (sounds).

Types of Phonic Approach to Language Teaching

Synthetic: It is an approach where individual sounds are learned and blended to form words. E.g., /h/+/a/+/t/ = hat

Analytic phonics (Whole language approach): It is learning words by sight, then looking out for the individual sounds that make up the word. E.g., hat, /h/+/a/+/t/

Seven Groups of Sounds

1.	s	a	t	i	p	n
2.	ck	e	h	r	m	d
3.	g	o	u	l	f	b
4.	ai	j	oa	ie	ee	or
5.	z	w	ng	v	oo	oo
6.	y	x	ch	sh	th	th
7.	qu	ou	oi	ue	er	ar

Note: 1 –3 group sounds are the short sounds

4 –7 group sounds are the long sounds including digraphs.

Digraphs are two letters that give a sound.

Examples of digraphs are ch, sh, th, ng, ea, oa, oe, ie, ue, ar, er, ir, or, ur

Strategies for Teaching Synthetic Phonics

1. Learn letter sounds (42 as above)
2. Learn letter formation* (*not needed at this level)
3. Blending sounds (reading)
4. Segmenting sound (identifying sounds in words for spelling)
5. Tricky words (irregular words/sight words)

NB: Although the 5 skills are needed to teach synthetic phonics, step 2 for the intervention learners must be applied when necessary.

Decoding is a strategy for breaking down words into various sound segments to enable easy reading.

Blending is a strategy of putting sounds together (drag) to read a word.

Eg: /s/ /u/ /n/sh/i/n/e - sunshine

/r/ /e/ /m/e/m/b/er/ - remember




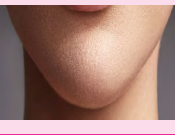

Segmenting is a strategy for identifying sounds in words (for spelling).

Eg: whisper -/w/h/i/s/p/er/

sheep - /sh/ /ee/ /p/

Learning Task for Practice

- Blend the following sounds into words.
/w/i/n/d /ow/
/b/e/t/w/ee/n/
/m/ou/n/t/ai/n/
- Write five examples of digraphs.
- List 10 words with digraphs and 10 words without digraphs.
- Write 5 words each that contain short vowel and long vowel sounds.
- Discuss the picture chart and complete the words with appropriate digraphs

Picture	Incomplete word	Missing Digraph	Complete words
	Ba- -		
	Kn- -		
	Eyebr- -		
	- -in		
	F- - t		

Pedagogical Exemplars

Activity-Based Learning

1. In mixed ability groups, learners revise the 44 English Language letter sounds using flashcards, sound charts, etc.
2. In small groups, learners reach into the bag and take out letters that match the sounds. Explain to learners that letters have sounds when reading words.
3. In mixed ability groups, learners discuss the 7 group of sounds and identify the digraphs
4. Individually, learners identify and match digraphs with their corresponding images.
5. In pairs, learners write the names of objects and break them into individual sounds (e.g., “sh/o/p”, “j/ar”, “t/oo/th”, “b/r/u/sh”, “b/oa/t”, “r/ai/n”) and identify the sounds in the names of objects

Key Assessment

DOK Level 1 Reproduction/Recall

1. Segment the following words into sounds: (mat, spend, pie, zoom, queen, and more if required for practice)
2. Read given words and identify the sounds in them: (cat, frog, soap, car, oil, and more if required for practice)
3. Write 5 words with vowel sounds

DOK Level 2 Skills of Conceptual Understanding

1. Provide a list of words with digraphs and corresponding images and match each word with its corresponding image. For example, match the word “ship” with a picture of a ship.
2. Fill in the blanks with the correct digraphs in the given sentences.
3. Sort out digraphs embedded within a given p

Theme or Focal Area: 2 Blending of Sounds

Definition/Introduction and Application

Blending is the strategy of putting sounds together (drag) to read a word. In other words, blending is mainly for reading

E.g., /h/ /a/ /t/ - hat

/f/ /a/ /n/ /t/ /a/ /s/ /t/ /i/ /c/ - fantastic

/sh/ee/ /p/ - sheep

Techniques for Teaching Blending

1. Start with words with only two phonemes (for example, am, at, an, in).
2. Progress to words with three phonemes, keeping in mind that words beginning with continuous phonemes (for example, sun) are easier to blend (for example, top).
3. Progress to words with consonant blend phonemes (for example, spat, milk, and other examples).
4. Progress to words with digraphs (for example, spoon, strong, car).

Examples

/a/ /m/ - am

/a/ /t/ - at



/t/ /o/ /p/ - top



/s/ /p/ /oo/ /n/ - spoon



/s/ /t/ /r/ /o/ /ng/ - strong



Learning Task for Practice

1. Work in pairs to blend the following sounds to form words.

/t/ /r/ /a/p/

/s/p/ /l/ /i/ /t/

/s/ /p/r/i/ /ng/

/ch/ai/n/

/th/ /i/ /n/ /k/

/c/r/ /ee/ /p/

2. Blend given sounds to form words and sort out into groups non-digraphs and digraph words.

Pedagogical Exemplars

Exploratory Learning

1. In small groups, learners run their fingers over given sounds to blend regular words without digraphs. (e.g., banana, fantastic).
2. In turns, learners blend words with digraphs using sound flash cards.
3. Utilise phonics apps or online games that offer activities specifically focused on blending sounds. These can provide interactive and engaging practice for learners.
4. Create sets of cards with individual sounds written on them. Have learners randomly pick cards and blend the sounds to form words.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Blend the following words into words

1. /ch/ee/se/
2. /s/n/a/ck/
3. /s/p/oo/n/
4. /s/n/ow/
5. /t/r/ai/n/
6. /c/r/ea/m
7. /fr/i/e/nd
8. /b/r/ea/d
9. b/l/e/nd/
10. gr/ee/n

Reflection

How do the lessons on digraphs and blending help learners in reading and writing words? What issues might arise and how can they be overcome?

Week Review

This week's lessons focused on identifying digraphs in sounds of the English language and blending of sounds to form words and reading them.

Learners were taken through lots of activities in groups and pairs to enable them to grasp the concepts of digraphs and blending of sounds. These learner-centred activities and exploratory learning gave learners the skills to recognise digraphs and confidently apply their knowledge of letter-sound correspondences to unfamiliar words to help them become better readers. Reproduction/recall (level 1) and conceptual understanding skills (level 2) were the key assessments used where learners were tasked to identify digraphs and blend sounds to read words.

Additional Resources

Any English language book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

Wernham, S & Lloyd, S. (2012), *Jolly Phonics Handbook*. Jolly Learning Co. Ltd. Essex U.K

WEEK 2

Strand: **Reading**

Sub-Strand: Phonics

Learning Outcome: *Employ decoding and segmenting strategies for reading and writing new words*

Content Standard: Demonstrate and apply knowledge of phonics in decoding and reading words

INTRODUCTION AND WEEK SUMMARY

Welcome to the week's lessons on decoding simple, phonetically regular words and segmenting of words. Decoding and segmenting of words are crucial skills that form the foundation of reading. Today, exploring the significance of decoding and segmenting words is not just as a mechanical process but as a gateway to unlocking the world of reading. Each sound, or phoneme, is a piece of the word puzzle, and decoding and segmenting them help us read the whole word. These skills are essential for learners as they enable them to read terms smoothly and quickly, leading to better comprehension and enjoyment of texts.

SUMMARY OF PEDAGOGICAL EXEMPLARS

We will employ collaborative and activity-based learning to make this lesson engaging and interactive. Cooperative learning allows learners to work together, helping each other to decode and segment words. This not only enhances their understanding but also promotes teamwork and communication skills.

Activity-based learning involves hands-on activities that make learning fun and memorable. Games, puzzles, and other activities will be used to practise decoding and segmenting of words. These activities cater to different learning styles and abilities, ensuring all learners can participate and learn effectively. This week's lessons will focus on differentiation to meet the diverse needs of learners. Some learners may need extra support, while others may be ready for more challenging tasks. We can ensure that all learners are engaged and progressing by tailoring our teaching and learning to individual needs.

ASSESSMENT SUMMARY

Formative assessment such as observation and questioning are used throughout this week's lessons to gauge learners' understanding. While assessing learners' ability to decode simple phonetically regular words and segment words under assessment level 2 and 3, this ongoing assessment helps teachers provide timely feedback and adjust teaching and learning to meet the needs of each learner.

Week 2

Learning Indicators:

1. *Decode simple phonetically regular words*
2. *Segment and write simple, decodable words.*

Theme or Focal Area: **Decoding Words**

Definition/Introduction and Application

Decoding is applying knowledge of letter-sound relationships to pronounce written words correctly, which is a key skill for learning to read.

Strategies for Teaching Decoding

1. Look at the whole word.
2. Look for parts or chunks you might know.
3. Put your finger under the beginning of the word.
4. Move your finger from left to right.
5. Slowly stretch out the sound and chunks in the word.
6. Blend the sounds to read the whole word.

Techniques for Decoding

Chunking and word parts: circle base/root word and look for spelling patterns.

Covering part of the word: cover up parts of a comment with your finger to decode another part.

Blending cards: point out each sound, say it, and then blend them all to say the word.

Blending drill: use phonogram cards learners know, create a word and have learners decode. Swap a card for another till all words are decoded.

Nonsense Words: use nonsense words for decoding. This makes the point in a light-hearted, inclusive fashion.

Learning Task for Practice

In pairs decode the following words

shampoo

fantastic

jacket

attend

present

flower

crack

storm
wheel
tiger

Pedagogical Exemplars

1. Collaborative Learning

In small groups, learners decode regular words on flashcards.

2. Activity-Based Learning

a. Play the “I hear with my little ear” game. Say *I hear with my ear a word. What is it? /f-o-x/.*

Learner answers: *fox*

b. In small groups, learners unscramble phonetically regular words to form meaningful words.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Fill in the blank spaces to complete given sentences using phonetically regular words.

DOK Level 3 Strategic Reasoning

Decode the given words, identify the sounds that make up the word and make a presentation to the class.

Example:

float

beach

elephant

frequent

sing

Theme or Focal Area: Segmenting Words

Definition/Introduction and Application

Segmenting is the ability to identify sounds in words, breaking the word down into individual sounds.
Sand - /s/a/n/d/

Strategies for Teaching Segmenting

1. Look at the whole word.
2. Look for parts or chunks you might know.
3. Lift your finger to represent a sound in the word.
4. Count the individual sounds in the word from left to right.
5. Slowly stretch out the sound and chunks in the word.
6. Start from simple, decodable words to complex words.

Example:

am- /a/m/ (2 sounds)

pen- /p/e/n/ (3 sounds)

clip- /c/l/i/p/ (4 sounds)

diet- /d/i/e/t/ (3 sounds)

strong- /s/t/r/o/n/g/ (5 sounds)

rabbit - /r/a/b/b/i/t (5 sounds)

play- /p/l/ay/ (3 sounds)

wear- /w/ear/ (2 sounds)

boy- /b/oy/ (2 sounds).

Encourage learners to use ‘bottoms’ to segment words

- at neck

- stand shelf

Activities / Techniques for Segmenting

1. Individually, learners tap out the sounds that make up a word to segment.
2. In pairs, learners cover up each sound in a word-to-segment using bottle tops that represent the sounds.
3. In mixed ability groups, learners sort out words to their sounds per box.
4. In small groups, learners segment with pegs or use flashcards to represent each sound in a word.
5. Lifting a finger each to represent sounds in words.
6. Use educational apps or online games to engage learners in practising segmenting skills more effectively.

Learning Task for Practice

Segment the following words into their various sounds:

Computer

running

conversation

dictionary

pocket

decision

Pedagogical Exemplars

Collaborative Learning

1. In small groups, learners segment decodable words and write them down.
2. Learners raise their fingers to represent the sounds in given words before writing them.
3. In small groups, learners use pegs, bottle tops, or cubes to represent the individual sounds in decodable words.
4. In pairs, learners use educational apps or online games to engage themselves in practising segmenting skills in more interactive ways.
5. Individually, learners play games that focus on segmenting words into individual phonemes. For example, provide a comment and ask learners to identify the beginning, middle, and ending sounds.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. Add prefixes or suffixes to create new forms from a given root word and segment
E.g. predict – predict + able = predictable (predict is the root word and “able” is the suffix)
 - a. break
 - b. write
 - c. understand
 - d. forget
 - e. agree

DOK Level 3 Strategic Reasoning

Identify five words from a given short passage and segment them.

Reflection

How has decoding and segmenting helped learners in reading words? What adjustments are required in the teaching strategy? Are the learners confident enough to move to the next stage?

Week Review

The focus of this week’s lessons was on decoding and segmenting of words. Segmenting is an important strategy for writing, and decoding simple phonetically regular words is a foundational skill that opens doors to a world of reading.

Acquiring decoding and segmenting strategies will help learners break down words into their sounds before writing. With consistency in practising decoding and segmenting strategies, learners were encouraged to extend their practice to become better writers.

Through collaborative learning, activity-based learning, differentiation, and assessment, learners are equipped with the skills to become confident and proficient readers.

Additional Resources

Any English language book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

Wernham, S & Lloyd, S. (2012), *Jolly Phonics Handbook*. Jolly Learning Co. Ltd. Essex U.K

WEEK 3

Strand: **Reading**

Sub-Strand: Vocabulary

Learning Outcome: *Use words and phrases acquired correctly*

Content Standard: Demonstrate understanding of words and phrases acquired through reading and conversation

INTRODUCTION AND WEEK SUMMARY

Welcome to this week's lesson on identifying real-life connections between words and their usage. Understanding how words are used daily is essential for effective communication and comprehension. This week, we'll explore the significance of making these connections and how they can enhance our language understanding.

Words are not just isolated language units but tools we use to communicate thoughts, ideas, and emotions. We can better understand how language functions in different contexts by identifying real-life connections between words and their usage. This skill helps us become more effective communicators and allows us to appreciate the richness and complexity of language.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lesson will use collaborative learning to explore real-life connections among words. Cooperative learning allows learners to work together, discussing and sharing their insights into how words are used in different contexts. This not only enhances their understanding but also promotes teamwork and communication skills.

We'll also focus on differentiation to meet the diverse needs of learners. Some learners may need additional support in making real-life connections between words, while others may be ready for more challenging tasks. By providing various levels of support and activities, we can ensure that all learners are engaged and are making progress. Again, it is worth emphasising that a supportive approach taken by peers is of exceptional value.

ASSESSMENT SUMMARY

In assessing comprehension of how words are used in different contexts, use tasks such as identifying synonyms and antonyms and completing sentences with appropriate words to assess learners' understanding. In doing this, level 2 assessment will be achieved. This assessment helps us gauge learners' ability to apply their knowledge of words in real-life situations.

To assess learners' reasoning skills, we will employ level 3 assessment, which focuses on how learners can analyse and evaluate how words are used in different contexts. We'll use tasks such as explaining the meaning of idiomatic expressions or determining the tone of a passage to assess learners' reasoning skills. This assessment helps us identify areas for improvement and tailor our teaching and learning to meet the needs of each learner.

In conclusion, identifying real-life connections between words and their usage is a valuable skill that enhances our understanding of language. Through collaborative learning, differentiation, and assessment at Level 2 and 3 Reasoning, we'll help learners better appreciate how words are used in different contexts.

Week 3

Learning Indicator: *Identify real-life connections between words and their usage*

Theme or Focal Area: **Real-life connections between words and their usage**

Definition/Introduction and Application

How learners acquire the meaning of words and phrases in reading and conversations

1. From context.
2. Use of dictionary or thesaurus.
3. Through negotiation.
4. Explicit learning strategies: deliberately teach learners
 - Tier one words are basic words mostly known by learners: such as - happy, head, hand, fight, and come.
 - Tier two words are more complicated: such as - fortunate, think, critical, and advanced are common in texts.
 - Tier three words are uncommon words typical of a specific domain: – such as parliament, pedagogy, matter, or revolution.
5. Cognate (cognates are words from the same source; the target language word is the same or quite like one in the target language, such as school in English and sukuu in Twi).

Learning Tasks for Practice

1. Identify new words and phrases in a given text
2. Identify the meaning of the words based on the context
3. Find the synonyms and antonyms of the words based on the context
4. Form meaningful sentences with the following.

oppose

benefit

justice

discover

eager

Pedagogical Exemplars

Collaborative Learning

1. In small groups, learners read a text and identify vocabulary.
2. In pairs, learners use a dictionary to look for meanings of the vocabulary identified in context.
3. In mixed-gender groups, learners pick out flashcards with vocabulary corresponding to their meanings
4. In small groups, learners create collages that represent each word using images cut from magazines or printed from the internet.

5. In small groups, learners discuss and find synonyms and antonyms of words in given context
6. In pairs, learners brainstorm and discuss relevant words or vocabulary related to a given scenario. Learners use the words or vocabulary to form meaningful sentences.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. Form five meaningful sentences with the new words learned in real-life situations and conversations.
2. Analyse the context in which each word is used from short paragraphs and explain its meaning.

DOK Level 3 Strategic Reasoning

1. Create word webs to show the relationship amongst the words learned from the context.
2. Give synonyms and antonyms of a root word to derive the meaning of given words.

E.g.

root word	synonyms	antonyms
Fast	quick	slow

Reflection

What strategies and techniques have you learned to help you understand the meaning of words in reading and conversation?

Week Review

Through collaborative activities, learners used words correctly in sentences and incorporated the new words into writing, conversations, and discussions.

Through collaborative activities, learners worked in groups and pairs, read given texts, identified new words and phrases, and used them correctly in sentences.

The key assessments used were conceptual understanding (level 2) and reasoning (level 3). Learners created word webs to show the relationship between specific words learned from the text context.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 4

Strand: **Reading**

Sub-Strand: Vocabulary

Learning Outcome: *Use words and phrases acquired correctly*

Content Standard: Demonstrate understanding of words and phrases acquired through reading and conversation

INTRODUCTION AND WEEK SUMMARY

Exploring new meanings of familiar words is the focus of this week's lesson. Learners will discover how words can have different meanings in different contexts and how we can use this knowledge to enrich our language skills. Understanding that words can have multiple meanings is a key skill in language development. It allows learners to express themselves more precisely and comprehend texts more deeply. Learning to identify new meanings for familiar words expands their vocabulary and enhances our ability to communicate effectively.

SUMMARY OF PEDAGOGICAL EXEMPLARS

To help us grasp this concept, learners will engage in exploratory and activity-based learning. Through exploration and hands-on activities, they will discover the various meanings of words and how they are used in different contexts. This approach will make learning more engaging and help you retain and apply the knowledge effectively. Since every learner is unique, we shall use differentiation to meet their needs. Some may already be familiar with the different meanings of words, while others may encounter this concept for the first time. By tailoring the activities to their level of understanding and also ensuring that everyone can participate and learn at their own pace.

ASSESSMENT SUMMARY

At the end of this week's lesson, learners will be assessed on their understanding by using strategic reasoning and conceptual understanding skills. They will apply new meanings of words to sentences, demonstrating their ability to comprehend and use the vocabulary correctly in context. This assessment will test their knowledge and ability to think critically and apply concepts creatively.

Week 4

Learning Indicator: *Identify new meanings for familiar words and apply them correctly*

Theme or Focal Area: **Identifying Varied Meanings of the Same Words**

Definition/Introduction and Application

Criteria for Determining the Meaning of Words

Context: The immediate surrounding words and sentences.

Syntax: Understanding the grammatical role of the word in the sentence.

Word Structure: Know the structure of the word, including prefixes, suffixes, and root words.

Collocations: Observe which words often appear alongside the target word.

Synonyms and Antonyms: Know the words similar in meaning and opposite of the word.

Dictionary Definitions: Use dictionaries to get the different meanings of the word.

Field or Subject-Specific Knowledge: Know the subject area in which the word is found and its implied meaning.

Tone and Register: Analyse the style and formality of the writing or speech to comprehend the intended meaning better.

Example

Fire	(flame) the fire burnt down the house (familiar) (to shoot) the military fire into the air (unfamiliar/ new meaning) (to sack) I have to fire you for non-performance of work
Head	(a part of the body) He balanced the pan on his head (familiar). (a leader) Adzo is the head of the delegation which is to visit the chief. (unfamiliar/ new meaning)
Goal	(to get a ball into a net) The striker scored the only goal during the football match. - (familiar). (ambition). It is the company's goal to remain on top. (unfamiliar/ new meaning)
Match	(game). It was an exciting women's football match. (familiar) (align). The two pictures do not match. (unfamiliar/ new meaning)
Polish	(Substance to make a surface shiny) I bought black polish from the market. (familiar). (to make something shiny using friction). The cobbler will polish my shoes for me. (unfamiliar/ new meaning)
Pen	(as writing instrument object). She used a blue pen to write. (familiar) (where livestock are kept). The farmer kept the goat in the pen. (unfamiliar/ new meaning) (to write). The teachers pen their thoughts daily. (unfamiliar/ new meaning)
Transport	(a vehicle). They own a transport business. (to move). Drivers transport items from the port to Northern Ghana.

Learning Task for Practice

1. Use dictionaries to find the different meanings of given words
2. Use the meaning of given words to create a short story
3. Fill in blank spaces in a given passage with given words

Pedagogical Exemplars

1. Exploratory Learning

- a. In small groups, learners research from different sources (books, the internet, and so on) to identify different sentences having the same focal word.
- b. In mixed ability groups, learners review different pairs of sentences, both having the same focal word.

Example:

- i. She was given the local medication prepared from tree **bark**. (i.e. medication)
- ii. The dogs **bark** woke him up. (i.e. noise made by dogs)

2. Activity-Based Learning

- a. In pairs, learners brainstorm different meanings of words
- b. In pairs, learners think-pair-share the meaning of words
- c. In mixed ability groups, learners produce sentence cards using the new meanings of given words to form their sentences.
- d. In pairs, learners discuss and find synonyms and antonyms of underlined words in a given passage.

Key Assessment

DOK Level 3 Strategic Reasoning

1. Use the given words to create a short story
2. Use a computer and Projector to project a word puzzle for learners to identify the vocabularies and use them to construct meaningful sentences.
3. Give synonyms and antonyms to derive the meaning of given words.

Reflection

How has this lesson helped learners appropriately use the new meanings of familiar words? What problems have been encountered, and how can they be resolved? How much reinforcement of previous learning is required before the learners at all levels move to the next stage?

Week Review

This week's lesson focused on identifying the real-life connections between words and their usage. The lesson equipped learners with the skills to use the appropriate vocabulary to describe situations in their daily activities. To achieve this learning indicator, the pedagogical examples employed included exploratory learning and activity-based learning, which made the lesson learner-centred. Additionally, differentiated tasks were given to cover level 3 of the depth of knowledge to assess their understanding of the lesson.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 5

Strand: **Oral Language**

Sub-Strand: Conversation (speaking)

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND WEEK SUMMARY

Welcome to the week-long journey of exploring language use, focusing specifically on the correct use of words and tenses in speech. Throughout this lesson, learners will be engaged in inquiry-based, collaborative, and activity-based learning approaches, which will deepen their understanding and enhance their practical application of language skills. By the end of the lesson, learners will have a better understanding of the use of words and tenses while correctly building their confidence in using them correctly in their everyday conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Inquiry-based learning encourages active questioning, investigation, and exploration. As learners delve into various concepts of the use of words and tenses correctly in speaking, encourage them to ask questions and to seek deeper understanding.

Collaborative learning emphasises teamwork, communication, and the exchange of ideas. Through group discussions, peer feedback, and collaborative projects, learners will improve each other's strengths and perspectives to enrich their learning experiences.

Activity-based learning will also play a key role in this lesson. Learners will engage in hands-on activities that will help them practise using correct words and tenses. This approach will deepen their understanding and make learning more enjoyable and memorable.

ASSESSMENT SUMMARY

As the lesson progresses, learners will differentiate between meaning and usage of words and tenses. This will sharpen the learners' skills of conceptual understanding. Through strategic reasoning, learners will learn how to select the most appropriate words and tenses to convey their ideas effectively. Learners' discussion of the images will improve their correct use of tenses.

Week 5

Learning Indicator: *use words and tenses correctly when speaking*

Theme or Focal Area: **Correct Use of Tenses**

Definition/Introduction and Application

Learners should be familiar with the following three tenses in the English Language:

The Three Main Tenses

1. **Simple Present** (*it is used to describe an action which happens habitually and for general truth*)
2. **Simple Past** (*it is used for an action that started in the past and at the time of speaking is completed*)
3. **Simple Future** (*it is used to describe an action that is yet to happen*). It is usually marked by words such as **will / shall**.

The Tense-Aspect

The Tense Aspect: it is the duration of an event within a particular tense.

1. **Present Continuous** (*it is used for an action that started in the past and at the time of speaking the action is in progress*). It is usually marked by a verb ending + **ing**
2. **Past continuous** (*it is used to describe an action that happened at a particular time in the past*). It is marked by a past auxiliary + **ing** form of the verb
3. **Present Perfect** (*it is used for an action that is already completed when you are speaking about it*). It is marked by **has/have**
4. **Past perfect** (*it is used to describe an event that happened in the past before another event in the past*). It is marked by using **had**.
5. **Present Perfect Continuous** (*it is used to show that an action started in the past and at the time of speaking, the action is still in progress*). It is marked by **has/have + been + ing of the main verb (has/ have been)**.
6. **Past Perfect Continuous** (*it is used to indicate that one action was completed before the other but the action covers a period of time in the past*). It is marked by **had + been + ing of the main verb**

	Present	Past
Simple	Davis eats fufu every day.	Davis ate fufu.
Perfect	Davis has eaten all the fufu.	Davis had eaten all the fufu when you arrived.
Perfect Continuous	Davis has been eating fufu for two hours.	Davis had been eating fufu for two hours when you arrived.

Learning Tasks for Practice

1. Orally, change the simple present tense in a given sentence to the simple past
2. She brushes her teeth every morning.
3. Elikem sweeps his room daily.
4. Orally, change the simple present tense in a given sentence to the present perfect and past perfect.
5. The cleaner swept all the rooms.
6. She has eaten all the food.
7. Orally, change the simple present tense in a given sentence to the present perfect, past perfect, Present perfect continuous, and past perfect continuous:
8. Adoma eats fufu for 2 hours. (To present perfect continuous tense)
9. They are sitting an examination. (To past perfect continuous tense)

Talk About the Images Below Using the Five Tenses in English Language



Pedagogical Exemplars

1. Inquiry-Based Learning

- a. In small groups, learners identify verbs in given sentences and discuss the tense forms (eg. simple present, simple past [regular and irregular], present continuous, past continuous, future tense) of the verbs in the sentence.
- b. In mixed ability groups learners talk about what happened on their way to school, what is happening in the classroom, and what they would do when they go home.
- c. In small groups (mixed gender) learners work to make word posters with different tenses of the given verbs.

2. Collaborative Learning

- a. Discuss as a whole class, the tenses for the different verbs and activities in the images above.
- b. Learners change the verbs into the three tenses.

3. Activity-Based Learning

- a. In pairs learner mentions a word and the partner changes into the correct verb tense.
- b. Learners act out a verb tense while their classmates guess which tense they are demonstrating.

Key Assessment**DOK Level 2 Skills of Conceptual Understanding**

Form oral sentences using the three main tenses

1. Simple present tense
2. Simple past tense
3. Future tense

DOK Level 3 Strategic Reasoning

Form oral sentences using the following verb tenses

1. Present perfect tense
2. Past perfect tense
3. Present perfect continuous tense
4. Past perfect continuous tense

Reflection

How does the lesson on the correct use of tenses help learners to speak correctly and fluently in their day-to-day conversations?

Week Review

In this week's lesson, learners were engaged in various activities to practise using words and tenses correctly. The inquiry-based approach allowed them to explore language in context, while the activity-based learning made the concepts more interactive and involving.

Learners participated in group work, whole discussions, and pair work which required them to use different tenses appropriately. They applied their knowledge in real-life situations, enhancing their understanding of how words and tenses work together to convey meaning.

Through these activities, learners not only improved their language skills but also gained confidence in using English in different contexts. The lesson was effective in helping learners master the use of words and tenses, preparing them for more complex language tasks in the future.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 6

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of text heard/read to.*

Content Standard: Demonstrate the ability to listen to reading and conversation, and exhibit an understanding of what is heard

INTRODUCTION AND WEEK SUMMARY

Learning to listen attentively can help you become more engaged and confident in your interactions with others. In this lesson, learners will discover the importance of listening with intent. They will do this through collaborative learning, where learners will work together to understand the impact of attentive listening on their conversations. Through inquiry-based activities, learners will have the opportunity to explore different listening techniques and their effectiveness in various contexts. By the end of the lesson, learners will be better listeners and also be more active participants in conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Activity-based learning will be a key component of this lesson. Learners will engage in hands-on activities that will help them practice active listening skills, such as asking clarifying questions and summarising information. This approach will not only enhance their listening abilities but will improve learners' overall communication skills.

ASSESSMENT SUMMARY

Learners will differentiate amongst different types of listening and their roles in effective communication. Using recorded audio will sharpen their skills of conceptual understanding. Learners will learn how to apply their listening skills in real-life conversations through strategic reasoning, making their interactions more accurate and thus more meaningful and productive.

Week 6

Learning Indicator: *Listen attentively to ask clarifying questions and participate effectively in conversations*

Theme or Focal Area: **Effective conversations**

Definition/Introduction and Application

Listening involves the ability to decode messages and respond to what is being said. Listening involves more attention than hearing.

This is more challenging when listening to languages you are not proficient in.

Active listening is the process of listening attentively while someone else speaks. Active listening involves:

- a. removing all distractions
- b. consideration of gestures
- c. giving feedback after the message is received and understood

Methods for Teaching Listening Skills

1. Interpersonal activity (one learner interviewing another on a given topic).
2. Group activities. (in small groups, learners discuss a given topic and ask clarifying questions)
3. Audio segment (listen to a recorded text and ask learners to retell or share ideas.)
4. Video segment (watch documentary films, short sketches, dramatic and comic materials and discuss)

Strategies for Teaching Listening Skills

1. **Pre-listening:** (activities to engage in before listening)
 - a. Teach critical vocabulary
 - b. Activate learners' background knowledge on the topic.
 - c. Tell learners the purpose of listening.
 - d. Help learners to predict the content of the listening text.
2. **While listening:** (activities to engage learners in during the listening)
 - a. Read a text or play an audio recording at least twice
 - b. Avoid writing
3. **Post listening:** (these are activities to help learners clarify and extend their thinking on what they have listened to)
 - a. Paraphrase text read, or audio recording heard
 - b. Give the main idea about the passage.
 - c. Draw conclusions

Using Technology to Teach Listening Skills

Audio recording, videos, phones

How to Help Learners Develop Listening Skills

1. Consider eye contact.
2. Be alert.
3. Pay attention to body language and facial expression.
4. Make a mental image of what the speaker is saying.
5. Provide feedback

Learning Task for Practice

1. Listen to audio recordings on a given topic and give a gist of the main idea
2. Listen attentively to a recorded short story and answer questions on it
3. From an audio jumbled story, learners individually rearrange the story in sequential order orally

Pedagogical Exemplars

1. Collaborative Learning

In pairs (mixed gender), learners engage in a dialogue, listening to each other and asking clarifying questions.

2. Activity-Based Learning

Learners take turns to narrate to the whole class an event witnessed or experienced.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

1. Orally rearrange at least three lines of an audio-jumbled story heard in a sequential order
2. Orally rearrange at least one paragraph of an audio-jumbled story heard in a sequential order
3. Challenge learners orally to rearrange the entire audio-jumbled story heard in a sequential order

Reflection

How do listening skills acquired help learners listen attentively to ask clarifying questions and participate effectively in conversations?

Week Review

This lesson focused on improving learners' listening skills and their ability to ask clarifying questions for effective communication. The use of collaborative learning activities through group discussions, role-plays, and interactive listening exercises encouraged learners to engage with their peers, while activity-based learning made the concepts more practical and engaging.

Learners' conceptual understanding was evaluated based on their ability to listen attentively to audio-jumbled stories, ask thoughtful questions, and contribute meaningfully to discussions. These skills are crucial for effective communication in both academic and real-world settings.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 7

Strand: **Oral language**

Sub-Strand: Conversation (speaking)

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND SECTION SUMMARY

Learning new vocabulary enriches learners' language and helps them express themselves more precisely and creatively. In this lesson, learners will explore the importance of using new vocabulary correctly. Learners will do this through collaborative learning, where learners will work together to discover the meanings and usage of new words. Through inquiry-based activities, learners will have the opportunity to explore the context in which these words are used, thus enhancing their understanding and retention.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Activity-based learning such as role play, interactive games and so on will be used to promote active participation and reinforce the correct usage of new vocabulary in various contexts.

ASSESSMENT SUMMARY

Learners will be assessed on conceptual understanding and strategic reasoning to ascertain their proficiency in using new vocabulary correctly. They will be able to apply vocabulary in diverse contexts and to analyse their comprehension of word meanings. Assessment strategies may include oral presentations, rearrangement of jumbled words, and use of new vocabulary to form sentences.

Week 7

Learning Indicator: *Use new vocabulary correctly*

Theme or Focal Area: **Use of Vocabulary**

Definition/Introduction and Application

Vocabulary is the collection of words in a language. They are words learners will use to communicate about the world. It requires understanding the meaning of words and being able to use them appropriately in context.

Strategies for Teaching Vocabulary

1. Introduce new words one at a time
2. Define the words with examples
3. Provide the etymology of the word if helpful
4. Give a detailed description of the word (miming, acting, drawing, picture and objects).
5. Use the word in context
6. Find antonyms and synonyms of the word.

Using Technology to Teach Vocabulary

1. The use of computers, smartphones, audio recorders, vocabulary video games and so on to teach vocabulary.
2. Show a short film based on a chosen text and ask learners to discuss what they watched.

Strategies to Help Learners Remember and Use New Vocabulary

1. Give mnemonics association if appropriate
2. Use vocabulary in conversations
3. Recycle words (use words in different contexts)
4. Use language games

Learning Tasks for Practice

1. Listen to a given audio passage and identify new vocabulary
2. Find the contextual meaning of vocabulary in the given audio passage
3. Use the derived vocabulary from the given audio passage in dialogues.

Pedagogical Exemplars

Activity-Based Learning

1. In mixed ability groups, learners use games, flashcards, and quizzes to mnemonic vocabulary from a given passage.
2. In pairs, learners use the derived vocabulary from the recorded audio passage in dialogues

3. In large groups, learners role-play different scenarios that require them to use new vocabulary acquired.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Listen to an audio story, identify vocabularies and use them in oral sentences.

DOK Level 3 Strategic Reasoning

Challenge learners to use vocabulary identified to create new oral short stories

Reflection

How have the newly acquired vocabularies helped learners to communicate effectively?

Week Review

In this lesson, learners were exposed to the importance of using new vocabulary correctly. Through collaborative learning, learners worked together to discover the meanings and usage of new words. Through activity-based learning, learners had the opportunity to explore the context in which words were used. These enhanced their understanding and retention.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 8

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of the text heard or read*

Content Standard: Demonstrate the ability to listen to reading and conversation and exhibit understanding of what is heard or read

INTRODUCTION AND WEEK SUMMARY

Welcome to this week's lesson on exploring language use, focusing specifically on how to respond correctly to text read or heard in speech. Throughout this lesson, a collaborative, and digital-learning approach will be adopted which will deepen learners' understanding and also enhance their practical application of language skills. By the end of the lesson, learners will have a better understanding of how to respond correctly to text read or heard in speech, building their confidence in using them correctly in everyday conversations.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaborative learning emphasises teamwork, communication, and the exchange of ideas. Through group discussions, peer feedback, and collaborative projects, learners will improve each other's strengths and perspectives in responding to text read or heard to enrich learners learning experience. Digital-learning will play a key role in our lesson. Learners will engage in listening to radio and audio tapes. This will help them build confidence as they practise how to respond correctly to text read or heard in listening comprehension. It will enhance their digital and communication skills.

ASSESSMENT SUMMARY

Learners will listen to a recorded audio story or audiobook for effective communication and this will sharpen their skills of conceptual understanding of listening comprehension. Learners through reflection on a given text and orally predicting an alternative ending will learn how to apply their listening skills in real-life conversations. The aim is to make their interactions more meaningful and productive.

Week 8

Learning Indicator: *Respond correctly to text read or heard*

Theme or Focal Area: **Responding to Text Heard**

Definition/Introduction and Application

Prediction is what somebody thinks will happen based on the evidence they have (making a forecast).

Strategies for Teaching Listening to Audio Stories Text Heard

Top-down strategy. It is listener-based where the listener taps into the background or previous knowledge of the topic, the context, the type of text and the language. It includes listening for the main idea, predicting, drawing inferences and summarising.

Bottom-up strategy: It is text-based where the listener relies on the language in the message. In this case, the listener combines sounds, words, and grammar to create meaning. It includes listening for specific information and recognising word-order patterns.

Methods for Teaching Predictions

1. Reading aloud simple stories.
2. Making anchor chart.
3. Using videos.
4. Help learners make their predictions.
5. Help learners orally to reflect, refine and revise their predictions.

Learning Task for Practice

1. Learners listen to audio stories and respond to questions based on the stories.
2. Learners listen to half played audio recorded stories and predict an alternative ending.
3. Learners discuss the stories heard and predict the next event.

Pedagogical Exemplars

Digital Learning

1. In mixed-ability groups, learners listen to audio stories and respond to questions asked based on the stories.
2. In small groups, learners discuss the stories heard and predict the next event.
3. Individually, learners listen to half played audio recorded stories and predict an alternative ending.

Collaborative Learning

1. In mixed ability groups, learners reflect on a given text and orally predict an alternative ending.
2. In small groups, learners predict different titles for a text that is read to them.
3. In small groups, learners reflect on given stories and predict alternative endings for the stories heard.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Listen to a recorded audio story or audiobook and answer questions based on it.

DOK Level 3 Strategic Reasoning

Reflect on a given text and orally predict an alternative ending

Reflection

How does prediction help with effective listening? Note how creative thinking will encourage confidence in language use.

Week Review

The journey of exploring language use focused precisely on how to respond correctly to text read or heard in speech. Throughout the lesson, collaborative and digital-learning approaches were adopted. These enhanced our practical application of language skills. Learners understood how to respond correctly to text read or heard in speech, while building their confidence in using them correctly in everyday conversations.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 9

Strand: **Oral Language**

Sub-Strand: Conversation

Learning Outcome: *Use language appropriately in a variety of conversations*

Content Standard: Demonstrate knowledge and understanding of the appropriate use of language in conversation

INTRODUCTION AND WEEK SUMMARY

Week 9 lesson focuses on how to exchange ideas through oral communication.

It aims to assist learners in building fluency in oral communication and promoting the appropriate use of language in conversation. The “host” and “guest” interview sessions will build connections among learners.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaborative learning activities such as pair work and group work will be employed to help learners understand the concept of conversation. Learners will work with their classmates to discuss a given topic (STEM-related topics recommended). This collaborative approach will help learners work together to foster an environment of active participation and exchange of ideas.

Through Project-based learning, learners have the opportunity to exchange ideas through oral communication. Their assigned roles promote teamwork and ensure everyone has the opportunity to contribute orally, by identifying their strengths and areas for improvement and goal setting for future interactions. The project-based learning offers learners the opportunity to research a given topic connecting them to communicate effectively with experts.

ASSESSMENT SUMMARY

This week’s assessment requires learners to demonstrate conceptual understanding and strategic reasoning to exchange ideas through oral communication by using language appropriately in a variety of conversations. Formative assessment strategies, such as group work and pair work should be employed to foster collaboration, communication, and critical thinking skills.

Week 9

Learning Indicator: *Exchange ideas through oral communication*

Theme or Focal Area: **Oral Communication**

Strategies to Use in Oral Communication

1. Make ground rules (rules they will need to practice in oral communication) with learners.
2. Know the names of learners to establish rapport.
3. Use small groups and collaborative learning to foster learners' engagement in communication.
4. Discuss how to handle controversial topics and situations with learners.
5. Develop ways of getting feedback from learners
6. Practise reflective listening skills
 - a. Paraphrase what others have said.
 - b. Ask both open-ended and specific questions.

Learning Task for Practice

1. Mention at least five causes of environmental pollution in our society.
2. Discuss at least five causes and effects of environmental pollution in our society.
3. Dramatise in a sketch the causes of environmental pollution in our society.

Pedagogical Exemplars

1. Collaborative Learning

- a. In small mixed-gender groups, learners discuss the causes of environmental pollution and make oral, written, or poster presentations to the whole group. Support learners who have a low understanding of the concepts and use probing or leading questions to seek clarifications on learners' responses (during discussion sessions, emphasise that learners should respect one another's view).
- b. In pairs, learners ask and answer questions on environmental pollution. This could take the form of a "host" and "guest" interview session.

2. Project-Based Learning

Learners work together in small groups or individually on projects set by the teacher e.g. arranging a story sequence card to retell a story, and creating their own short stories. The project must require discussions and sharing of ideas. Encourage learners to take on projects according to their interests.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Discuss ways through which human beings degrade the environment.

DOK Level 3 Strategic Reasoning

1. Create a short story out of a given sequence card based on environmental degradation and make a presentation.
2. Dramatise the causes of environmental pollution in our society

Reflection

How does oral communication promote the appropriate use of language in communication?

Week Review

This Week's lesson focused on how to exchange ideas through oral communication. It aimed to assist learners in building fluency in oral communication and promoted the appropriate use of language in conversation.

By incorporating collaborative and project-based learning approaches into lessons, learners had the opportunity to develop and enhance their oral communication skills in a supportive and engaging environment. Continued practice and feedback helped learners further improve their ability to communicate effectively. It built connections among learners and experts preparing them for success in future academic, professional, and personal endeavours.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 10

Strand: **Oral Language**

Sub-Strand: Listening Comprehension

Learning Outcome: *Listen to and respond appropriately to demonstrate understanding of text heard or read.*

Content Standard: Demonstrate the ability to listen to reading and conversation, and exhibit understanding of what is heard or read.

INTRODUCTION AND WEEK SUMMARY

This week's lesson focuses on oral communication. Learners explore how verbal exchanges serve as a dynamic platform for sharing ideas, asking questions and building understanding. Through interactive discussions and activities, learners discover the importance of effective communication in expressing thoughts, receiving feedback and collaborating with peers. Through oral communication skills, learners not only enhance their comprehension abilities but also cultivate confidence and critical thinking skills. This week's lesson aims to empower learners actively to engage in verbal exchanges, fostering a supportive learning environment where ideas flourish and knowledge is shared through oral presentation.

SUMMARY OF PEDAGOGICAL EXEMPLARS

This week's lesson employs talk-for learning, as a key pedagogy to emphasise the significance of oral communication. Through guided discussions, collaborative activities, and reflective dialogue, learners actively participate in verbal exchanges to deepen their understanding and enhance their learning experience. The pedagogy prioritises creating a supportive and inclusive environment where learners feel empowered to voice their thoughts, ask questions, and engage in meaningful conversations with peers and educators. This approach not only promotes comprehension and critical thinking skills but also cultivates a sense of ownership in the learning process. Throughout the lesson, learners are encouraged to use personal interaction as a tool for exploration, reflection, and knowledge construction, ultimately fostering a dynamic and interactive learning environment conducive to growth and academic success.

ASSESSMENT SUMMARY

This week, enhancing oral communication skills through strategic reasoning techniques will be the focus. The assessment will evaluate learners' ability to engage in meaningful exchanges of ideas using structured communication strategies. Learners will demonstrate proficiency in articulating their thoughts, actively listening, and employing strategic reasoning to convey their ideas through effective presentation. Through various activities and discussions, learners will showcase improved communication skills, demonstrating their capacity to express ideas coherently, respond thoughtfully and collaborate with peers. The assessment will highlight areas of strength and further development, while providing valuable insights for ongoing support at future stages.

Week 10

Learning Indicator: *Exchange ideas through oral communication*

Theme or Focal Area: **Oral Presentation**

Definition/Introduction and Application

An oral summary is a brief presentation of the main points of a text.

Types of Summary

Evaluative summary (it deals with the listener assessing the quality of the item or text being summarised).

Descriptive summary (it deals with focusing on the main ideas and their supporting details).

Strategies for Oral Summary

1. Listen attentively to the audio passage being played.
2. Think about what the passage is mainly about.
3. Listen to the passage again.
4. Identify the main points in the passage.
5. Summarise it without expressing your own judgement - you can jot down notes here
6. Keep it brief
7. Express it in your own words
8. Orally provide the summary of the passage in a coherent manner.

Learning Task for Practice

1. Play an audio passage as learners listen attentively.
2. Learner thinks about what the key subject matter of the passage.
3. Learners listen to the audio passage again.
4. Learners identify the main points in the audio passage.
5. Learners bring out the main points without judgement.
6. Keep the main outline brief.
7. Learners express the main points in their own words.
8. Learners orally provide the summary of the audio passage in a coherent manner.

Pedagogical Exemplars

1. **Talk for Learning**
 - a. In small groups, discuss the things to consider when summarising and outline the main points e.g., exclude examples, descriptive words, and so on.
 - b. In large groups, listen to recorded stories and through discussion, outline key ideas in each presentation to demonstrate understanding.

- c. In pairs or individually, write out the key ideas in a full audio passage and make oral summary presentation for peer review. Support struggling learners to identify the key ideas.

Key Assessment

DOK Level 3 Strategic Reasoning

Orally, summarise the main ideas in the audio passage heard

Reflection

How has the week's lesson changed your perception about doing the oral summary?

Week Review

In this week's lesson, oral communication was our focus. We explored how verbal exchanges served as a dynamic platform for sharing ideas, asking questions, and building understanding. Through interactive discussions and activities, learners discovered the importance of effective communication in expressing thoughts, receiving feedback and collaborating with peers. Through oral communication skills, learners enhanced their comprehension abilities and cultivated confidence and critical thinking skills. Through oral presentation learners were empowered to actively engage in verbal exchanges, fostering a supportive learning environment where ideas and knowledge were shared.

Additional Reading

Any English language books approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

WEEK 11

Strand: **Writing**

Sub-Strand: Production and writing

Learning Outcome: *Produce writing that is meaningful and appropriate to the task and purpose.*

Content Standard: Demonstrate ability to produce writing that is appropriate to the task and purpose.

INTRODUCTION AND WEEK SUMMARY

This week, we delve into the fascinating world of tricky words and alternative spellings and their significance in writing. We will explore strategies for identifying, understanding and using tricky words effectively, and how to recognise and incorporate alternative spellings in vocabulary development to create an environment that makes learners versatile in writing. The knowledge and understanding of the use of tricky words and alternative spellings will enhance learners' creativity in their daily writing experiences.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Through the use of exploratory, collaborative and activity-based learning approaches, learners work in groups and engage in hands-on learning experiences designed to deepen their understanding of tricky words and alternative spellings. The various learning activities will help learners use skills in tricky words and explore different spelling patterns in spelling words with the same sounds to improve their communication.

ASSESSMENT SUMMARY

Learners will be assessed based on recall, conceptual understanding and strategic reasoning to ascertain their understanding of using tricky words and alternative spellings in meaningful sentences. They will be able to write meaningful sentences in diverse contexts using tricky words and alternative spellings. Assessment strategies will include a variety of formative and summative assessment strategies, such as the identification of tricky words and alternative spellings in given sentences and using them to form sentences.

Week 11

Learning Indicators:

1. Write meaningful sentences with 'tricky' words
2. Identify alternative spellings and apply them in writing sentences

Theme or Focal Area: Using 'Tricky' Words

Definition/Introduction and Application

Tricky words are words that cannot easily be sounded out. These words are not phonetically based. They are words that call for visual recognition. Examples are who, why, here, down, what, only, and so on.

High-Frequency Words (HFW)

High-frequency words (also known as sight vocabulary) are a group of frequently used words that are both phonetically regular and irregular and do not require much effort to remember. Some examples are jet, yes, kid, swim, step, stop, frog, and so on.

Strategies for Teaching 'Tricky Words

Step 1: Read the tricky words to the learner(s); then read them together. Say the words again, phoneme by phoneme.

Step 2: Identify the regular letter-sound-correspondences in the word.

Step 3: Identify the 'tricky' bit. In the word 'many', the short /e/ is represented by an 'a'. Have the learner(s) read the tricky word, using colour to highlight the tricky bit (red or colour is more meaningful to the learner).

Step 4: If there is a reason for the unusual letter-sound correspondence that you are aware of, explain it. Explain the language origin, the etymology if helpful, the base word, 'many' is a short form of 'manifold' so it is spelled like that word. English words don't end in 'i' so the 'i' was changed to a 'y'. The pronunciation of the 'a' has changed over the years.

Step 5: If appropriate, teach learners to use their 'spelling voice' in saying the tricky word, e.g. 'many'.

Step 6: Where needed, teach the learner a memory tag that will help them learn the tricky word. For example, there is a basket-shaped letter, 'u', in the middle of 'buy', which helps the learner to remember that this homophone is associated with shopping. Stress again the importance of committing the whole word, its shape and its sound to memory.

Learning Task for Practice

1. In pairs, learners decode given tricky words
2. From a given passage, learners identify all tricky words and use them in sentences.

Pedagogical Exemplars

1. Exploratory Learning

In pairs, learners discuss and decode a group of tricky words (e.g. recommendation). If learners are unable to, discuss as a whole class the part of the words that is tricky.

2. Collaborative Learning

In small groups, learners identify tricky words in given sentences. Support learners to learn to read the tricky words identified in given sentences.

3. Activity-Based Learning

Using Think pair share, learners identify some tricky words (e.g., five) and take turns to form sentences with the words.

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Fill in the gaps of a given short passage with the appropriate tricky words

DOK Level 3 Strategic Reasoning

Identify all tricky words in a given short passage and use them in sentences.

Theme or Focal Area: Identifying and Using Alternative Spellings

Definition/Introduction and Application

Alternative spellings are different ways of spelling the same sound.

Below are some basic sounds words and their alternative sounds words

Examples are:

Basic Sounds	Alternative Sounds		
/ai/ - Pain, rain	/ay/ - pay, play	/a-e/ - make, cake	
/ee/ - green, deep	/ea/ - eat, heat	/e-e/ - these, eve	/y/ sunny, lady
/ie/ - pie, cried	/igh/ - light, flight	/y/ - fly, my	
/oa/ - oat, boat	/ow/- low, grow	/o-e/ - bone, throne	
/ue/ - due, value	/ew/ - grew, chew	/u-e/ - flute, mute	
/er/ - her, herb	/ir/ - girl /ur/ - turn	/ear/ - wear, /air/- chair	/are/ -fare, care
/oi/ - boil, oil	/oy/- toy, joy		
/s/ (/ce/- cement	/ci/ - circle,	/cy/- cycle, cylinder	
/j/ (/ge/- gentle	/gi/ - ginger	/gy/- energy	
/or/ - form, torn	/au/ - august, laundry	/aw/ - dawn, yawn	
/k/ - kite, king	/ch/- choir, school	/k/ (/c/- cat	
/f/- fish	/ph/ - phone		
/oo/ - moon	/u/ - put	/oul/ - would, should	
/e/ - egg	/ea/ bread, head		
/u/ - sun, under	/o/ - son	/ou/ touch, young	

Strategies for Teaching Alternative Spellings

The number of alternative spellings you explicitly teach at any time depends on the skill level of your learners. Provide learners with the English Alphabetic Code.

1. **Sound Wall:** is activity used to help learners recognise and categorise words based on specific spelling patterns. For example **verb, shirt, church, bear, share, pair.**
2. **Mnemonics:** it is a way of helping learners recall some spelling alternatives. Use sentences to help learners recall the words commonly used. For example: **Baby snail munches kale on a great big tray.**
3. **Word Hunts:** it is an activity where learners search for words with alternative spellings in texts they are reading.
4. **Word Puzzles:** Create crossword puzzles or word searches using words with alternative spellings. This helps to reinforce their understanding of the different spellings in a fun way.
5. **Word Games:** Play word games like Scrabble, using words with alternative spellings. This encourages students to practise using the words in a context.
6. **Interactive Technology:** Use interactive spelling apps to create a slideshow of alternative spelling using their own choice of images for their presentation.
7. **Read-Aloud:** Choose books or passages that contain words with alternative spellings. Encourage students to identify and discuss the different spellings they encounter while reading.
8. **Spelling activity:** Lead a dictation exercise where students must spell words with alternative spellings.
9. **Repetition and Practice:** Encourage learners to practise writing words with alternative spellings regularly.

Learning Task for Practice

1. Learners listen to a text and write down the alternative spelling words identified.
2. From given sounds, learners form their alternatives and use them in sentences.

Pedagogical Exemplars

1. Exploratory Learning

- a. In pairs, learners explore similar sounds from their Ghanaian language corresponding to sounds in the English language (give support to learners).
- b. In small groups, learners are given a group of alternative spelling words (e.g., rain-day-cake) to decode. Learners identify the same sound (rhyming sound) in all given words

2. Collaborative Learning

- a. Discuss as a whole class, the part of the words that have alternative spelling.
- b. In pairs, learners identify alternative spelling words in given sentences. Support learners to identify the alternative ways the same sounds are written.
- c. In small groups, learners list as many words as possible with given alternative spellings (e.g., /ie/ in pie; /igh/ in light; /oi/ in boil; /oy/ in boy). The group that forms the most words wins.

3. Activity-Based Learning

- a. In pairs, learners pick word cards from a bowl/basket and correct the words that have wrong alternative spellings. Careful preparation is required here to make this activity special.
- b. Individually, learners form sentences with alternative spelling words.

Key Assessment

DOK Level 1 Recall

Underline the words with alternative spelling in the following sentences.

1. The boy eats one of these green apples.
2. The girl fries the pie under the light.
3. I saw all the clothes in the laundry.
4. The gentleman got his energy from eating the ginger.
5. The girls wear their skirts and turn their hair.

DOK Level 2 Skills of Conceptual Understanding

Use these alternative words given to form sentences.

1. Toast- show
2. Sleep – baby
3. Horn – dawn
4. Circle – cylinder
5. Coin- toy

Reflection

Consider how the lesson on using tricky words and alternative spellings enhanced the spelling and writing skills of the learners. Are there areas that need improvement?

Week Review

As we concluded this week's lesson on 'tricky' words and alternative spellings, we looked into strategies for teaching learners tricky words, discovered the differences between high-frequency words, and tricky words and how to effectively use them in sentences. Also, we explore the identification and the use of alternative spellings and how learners will recognise and incorporate diverse spelling patterns in writing to make them creative. Through group work, learners engage in exploratory activities designed to help them identify and use tricky words and alternative spellings in writing. As learners work together and share ideas on various learning activities, they learn to tolerate one another, build teamwork spirit and improve their communication competencies.

Reflection

Consider how the lesson on using tricky words enhanced the writing skills of the learners?

Additional Information

Any English Language Book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Productions

WEEK 12

Strand: **Writing**

Sub-Strand: Production and distribution of writing

Learning Outcome: *Produce writing that is meaningful and appropriate to task and purpose.*

Content Standard: Demonstrate ability to produce writing that is appropriate to the task and purpose.

INTRODUCTION AND WEEK SUMMARY

Throughout this lesson, we will explore techniques for cohesively structuring sentences and paragraphs to ensure clarity and readability. We will discuss the importance of understanding your audiences and tailoring your writing style accordingly to engage and communicate effectively. This lesson will also help the facilitator/teacher to guide learners to explore the impact of writing conventions on text production.

SUMMARY OF PEDAGOGICAL EXEMPLARS

Collaboratively, learners will explore digital and activity-based learning pedagogical exemplars to enhance their skills in using capitalisation and punctuation for writing clear and coherent sentences and paragraphs. Learners engage in various activities designed to enforce key concepts of sentence structure. Using video presentations of set of sentences lacking basic writing conventions such as capitalisation and punctuation to develop a deeper understanding of effective sentence writing. Through activity-based learning, learners will discuss sentences in paragraphs to identify and fix writing convention errors and where possible use writing conventions in producing their own texts.

ASSESSMENT SUMMARY

Learners' assessment will be based on conceptual understanding and strategic reasoning to ascertain their mastery of writing clear and coherent sentences and paragraphs. Through a series of guided exercises and tasks such as watching brief videos on sentences and discussing paragraphs that lack basic writing conventions, learners will be provided with the chance to apply their knowledge of capitalisation and punctuation in practical scenarios. Various assessments will encourage learners to demonstrate their understanding through strategic reasoning, problem-solving and critical analysis. Learners will use these skills to identify and rectify common mistakes or errors in writing. Learners will also be assessed through group project work on the application of basic writing conventions in producing their own texts.

Week 12

Learning Indicator: *Write clear and coherent sentences and paragraphs for a range of purposes and audience*

Theme or Focal Area: **Writing Clear and Coherent Sentences**

Definition/Introduction and Application

Writing conventions are the set of guidelines one must adhere to in order to write concisely and clearly. It can also be explained as the accepted writing rules used to make a write-up understandable.

Examples of writing conventions:

Capitalisation is the practice of writing the first letter of a word in uppercase while the remaining letters are in lowercase. The first word of every sentence is always capitalised and for all proper nouns in a sentence.

E.g.

Franklyn, Gloria, Accra,

Punctuation refers to a group of marks or symbols which is used to indicate pauses, stops, emphasis or separate written sentences and parts of sentences, how sentences should be read, and to make meaning clear. Some common punctuation marks include:

1. **Full stop- (.)**: *Tells us when to stop or end a sentence.*
E.g., The dog is running. Ampadu follows the dog.
2. **Comma- (,)**: *Use to separate items in a list, separate clauses and indicate pauses.*
E.g., Selasi loves music, dancing, reading and writing.
The man, who lives in Suhum, is very patriotic.
3. **Question mark- (?)**: *Use to end a question.*
E.g., Have you finished your drawing? What is your favourite pet?
4. **Apostrophe- (')**: *Use to indicate possession or omission.*
E.g., The boy's pen is missing. The boys' pens are missing. She'll come to school.
5. **Exclamation mark- (!)**: *Use to indicate strong emotion or emphasis.*
E.g., What a glorious day it is! I love playing soccer! Wow, that's an amazing voice!

Significance of Writing Conventions

1. Conventions enable writers precisely to define the reader's interpretation of an idea or phrase.
2. They aid in the reader's comprehension of the purpose and effect of the work.

Strategies for Teaching Writing Conventions

1. Teach one specific convention at a time
2. Model a sentence with the correct use of capitalisation and punctuation.
3. The one specific convention might be the use of commas or of capitalising proper nouns.
4. Engage learners in the writing process. During the process, discuss and apply writing conventions collaboratively.

5. Learners should revise and edit their own work, or pair with another learner to collaborate.
6. Give individualised encouraging feedback to learners on their writing. Point out specific areas where they need improvement in terms of writing conventions and offer suggestions for improvement.
7. Encourage practice of regular writing using the appropriate conventions.

Learning Task for Practice

Learners fix in capitalisation, punctuation and spelling errors in the given text.

communal labour is important because it helps us work together to achieve a common goal many communities schedule weekends for their communal labour it teaches us team work sharing and caring for one another when we work together we can accomplish tasks easily and faster communar labour also helps us to build strong relationships and sense of belonging in our community let's work together to make our community a better place.

Pedagogical Exemplars

1. Digital Learning

- a. In small groups, watch a video of a set of sentences that lack basic writing conventions (such as punctuation and capitalisation).
- b. In mixed ability groups, discuss and identify the errors in the sentences and fix them using appropriate punctuation and capitalisation.

2. Activity-Based Learning

- a. Learners play a “fix the sentence” game where they work in pairs to re-write the sentences correctly following the basic conventions of writing. The first group to finish with the highest number of correct sentences wins the game.
- b. In pairs, learners discuss any remaining incorrect sentences while reinforcing the basic conventions of writing.
- c. Learners, in pairs write one paragraph story applying the appropriate writing conventions.
- d. Learners, individually write one paragraph story applying the appropriate writing conventions

Key Assessment

DOK Level 2 Skills of Conceptual Understanding

Learners watch a video on sentences that lack punctuation and capitalisation. Learners identify and discuss the errors and fix the correct conventions.

DOK Level 3 Strategic Reasoning

1. Learners play a “fix the sentence” game where they work in pairs to re-write the sentences correctly following the basic writing conventions.
2. As a pair project work, write a short story on the title *It Pays to Work Hard* applying the appropriate writing conventions

Reflection

How has the lesson on writing conventions enhanced your learners' writing skills? Where are the gaps? What reinforcement is still required?

Week Review

As we conclude this week's lesson in writing clear, coherent sentences and paragraphs for diverse audiences. We look into the art of crafting sentences and paragraphs using capitalisation and specific punctuation to develop more lucid communication. The learner tasks, activities and assessments are designed to enable learners work collaboratively to foster teamwork and tolerance. The essence of the lesson is to provide rooms for learners to consolidate their knowledge in writing conventions and to incorporate these conventions effectively into writing. This knowledge provides the opportunity for learners to tackle writing with much confidence and to avoid basic writing convention errors in text production.

Additional Information

Any English Language Book approved by NaCCA

Reference

MacCary, M. (2021). *Handbook for Reading*. Ebeka Book Production

ACKNOWLEDGEMENTS

Special thanks to all who contributed to the successful writing of the Teacher Manuals for the new Senior High School (SHS), Senior High Technical School (SHTS) and Science Technology, Engineering and Mathematics (STEM) curriculum.

The writing team was made up of the following members:

NaCCA Team	
Name of Staff	Designation
Matthew Owusu	Deputy Director-General, Technical Services
Reginald Quartey	Ag. Director, Curriculum Development Directorate
Anita Cordei Collison	Ag. Director, Standards, Assessment and Quality Assurance Directorate
Rebecca Abu Gariba	Ag. Director, Corporate Affairs
Anthony Sarpong	Director, Standards, Assessment and Quality Assurance Directorate
Uriah Kofi Otoo	Senior Curriculum Development Officer (Art and Design Foundation & Studio)
Nii Boye Tagoe	Senior Curriculum Development Officer (History)
Juliet Owusu-Ansah	Senior Curriculum Development Officer (Social Studies)
Eric Amoah	Senior Curriculum Development Officer (General Science)
Ayuuba Sullivan Akudago	Senior Curriculum Development Officer (Physical Education & Health)
Godfred Asiedu Mireku	Senior Curriculum Development Officer (Mathematics)
Samuel Owusu Ansah	Senior Curriculum Development Officer (Mathematics)
Thomas Kumah Osei	Senior Curriculum Development Officer (English)
Godwin Mawunyo Kofi Senanu	Assistant Curriculum Development Officer (Economics)
Joachim Kwame Honu	Principal Standards, Assessment and Quality Assurance Officer
Jephtar Adu Mensah	Senior Standards, Assessment and Quality Assurance Officer
Richard Teye	Senior Standards, Assessment and Quality Assurance Officer
Nancy Asieduwaa Gyapong	Assistant Standards, Assessment and Quality Assurance Officer
Francis Agbalenyo	Senior Research, Planning, Monitoring and Evaluation Officer
Abigail Birago Owusu	Senior Research, Planning, Monitoring and Evaluation Officer
Ebenezer Nkuah Ankamah	Senior Research, Planning, Monitoring and Evaluation Officer

NaCCA Team	
Name of Staff	Designation
Joseph Barwuah	Senior Instructional Resource Officer
Sharon Antwi-Baah	Assistant Instructional Resource Officer
Dennis Adjasi	Instructional Resource Officer
Samuel Amankwa Ogyampo	Corporate Affairs Officer
Seth Nii Nartey	Corporate Affairs Officer
Alice Abbew Donkor	National Service Person

Subject	Writer	Designation/Institution
Home Economics	Grace Annagmeng Mwini	Tumu College of Education
	Imoro Miftaw	Gambaga Girls' SHS
	Jusinta Kwakyewaa (Rev. Sr.)	St. Francis SHTS
Religious Studies	Dr. Richardson Addai-Mununkum	University of Education Winneba
	Dr. Francis Opoku	Valley View University College
	Aransa Bawa Abdul Razak	Uthmaniya SHS
	Godfred Bonsu	Prempeh College
RME	Anthony Mensah	Abetifi College of Education
	Joseph Bless Darkwa	Volo Community SHS
	Clement Nsorwineh Atigah	Tamale SHS
Arabic	Dr. Murtada Mahmoud Muaz	AAMUSTED
	Dr. Abas Umar Mohammed	University of Ghana
	Mahey Ibrahim Mohammed	Tijjaniya Senior High School
French	Osmanu Ibrahim	Mount Mary College of Education
	Mawufemor Kwame Agorgli	Akim Asafo SHS
Performing Arts	Dr. Latipher Osei Appiah-Agyei	University of Education Winneba
	Desmond Ali Gasanga	Ghana Education Service
	Chris Ampomah Mensah	Bolgatanga SHS, Winkogo
Art and Design Studio and Foundation	Dr. Ebenezer Acquah	University for Education Winneba
	Seyram Kojo Adipah	Ghana Education Service
	Dr. Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Yaw Boateng Ampadu	Prempeh College
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Dzorka Etonam Justice	Kpando Senior High School

Subject	Writer	Designation/Institution
Applied Technology	Dr. Sherry Kwabla Amedorme	AAMUSTED
	Dr. Prosper Mensah	AAMUSTED
	Esther Pokuah	Mampong Technical College of Education
	Wisdom Dzidzienyo Adzraku	AAMUSTED
	Kunyuuri Philip	Kumasi SHTS
	Antwi Samuel	Kibi Senior High School
	Josiah Bawagigah Kandwe	Walewale Technical Institute
	Emmanuel Korletey	Benso Senior High Technical School
	Isaac Buckman	Armed Forces Senior High Technical School
	Tetteh Moses	Dagbon State Senior High School
	Awane Adongo Martin	Dabokpa Technical Institute
Design and Communication Technology	Gabriel Boafo	Kwabeng Anglican SHTS
	Henry Agmor Mensah	KASS
	Joseph Asomani	AAMUSTED
	Kwame Opoku Bonsu	Kwame Nkrumah University of Science and Technology
	Dr. Jectey Nyarko Mantey	Kwame Nkrumah University of Science and Technology
	Dr. Ebenezer Acquah	University for Education Winneba
Business Studies	Emmanuel Kodwo Arthur	ICAG
	Dr. Emmanuel Caesar Ayamba	Bolgatanga Technical University
	Ansbert Baba Avole	Bolgatanga Senior High School, Winkogo
	Faustina Graham	Ghana Education Service, HQ
	Nimako Victoria	SDA Senior High School, Akyem Sekyere
Agriculture	Dr. Esther Fobi Donkoh	University of Energy and Natural Resources
	Prof. Frederick Adzitey	University for Development Studies
	Eric Morgan Asante	St. Peter's Senior High School
Agricultural Science	David Esela Zigah	Achimota School
	Prof. J.V.K. Afun	Kwame Nkrumah University of Science and Technology
	Mrs. Benedicta Carbiliba Foli	Retired, Koforidua Senior High Technical School
Government	Josephine Akosua Gbagbo	Ngleshie Amanfro SHS
	Augustine Arko Blay	University of Education Winneba
	Samuel Kofi Adu	Fettehman Senior High School

Subject	Writer	Designation/Institution
Economics	Dr. Peter Anti Partey	University of Cape Coast
	Charlotte Kpogli	Ho Technical University
	Benjamin Agyekum	Mangoase Senior High School
Geography	Raymond Nsiah Asare	Methodist Girls' High School
	Prof. Ebenezer Owusu Sekyere	University for Development Studies
	Samuel Sakyi Addo	Achimota School
History	Kofi Adjei Akraasi	Opoku Ware School
	Dr. Anitha Oforiwah Adu-Boahen	University of Education Winneba
	Prince Essiaw	Enchi College of Education
Ghanaian Language	David Sarpei Nunoo	University of Education Winneba, Ajumako
	Catherine Eku Mensah	University of Cape Coast
	Ebenezer Agyemang	Opoku Ware School
Physical Education and Health	Paul Dadzie	Accra Academy
	Sekor Gaveh	Kwabeng Anglican Senior High Technical School
	Anthonia Afosah Kwaaso	Junkwa Senior High School
	Mary Aku Ogum	University of Cape Coast
Social Studies	Mohammed Adam	University of Education Winneba
	Simon Tengan	Wa Senior High Technical School
	Jemima Ayensu	Holy Child School
Computing and Information Communication Technology (ICT)	Victor King Anyanful	OLA College of Education
	Raphael Dordoe Senyo	Ziavi Senior High Technical School
	Kwasi Abankwa Anokye	Ghana Education Service, SEU
	Millicent Heduvor	STEM Senior High School, Awaso
	Dr. Ephriam Kwaa Aidoo	University for Education Winneba
	Dr. Gaddafi Abdul-Salaam	Kwame Nkrumah University of Science and Technology
English Language	Esther O. Armah	Mangoase Senior High School
	Kukua Andoh Robertson	Achimota School
	Alfred Quaittoo	Kaneshie Senior High Technical School
	Benjamin Orrison Akrono	Islamic Girls' Senior High School
	Fuseini Hamza	Tamale Girls' Senior High School

Subject	Writer	Designation/Institution
Intervention English	Roberta Emma Amos-Abanyie	Ingit Education Consult
	Perfect Quarshie	Mawuko Girls Senior High School
	Sampson Dedey Baidoo	Benso Senior High Technical School
	Benjamin Orrison Akrono	Islamic Girls' Senior High School
Literature-in-English	Blessington Dzah	Ziavi Senior High Technical School
	Angela Aninakwah	West African Senior High School
	Juliana Akomea	Mangoase Senior High School
General Science	Dr. Comfort Korkor Sam	University for Development Studies
	Saddik Mohammed	Ghana Education Service
	Robert Arhin	SDA SHS, Akyem Sekyere
Chemistry	Ambrose Ayikue	St. Francis College of Education
	Awumbire Patrick Nsobila	Bolgatanga SHS, Winkogo
	Bismark Tunu	Opoku Ware School
	Gbeddy Nereus Anthony	Ghanata Senior High School
Physics	Dr. Linus Labik	Kwame Nkrumah University of Science and Technology
	Henry Benyah	Wesley Girls High School
	Sylvester Affram	Kwabeng Anglican SHS
Biology	Paul Beeton Damoah	Prempeh College
	Maxwell Bunu	Ada College of Education
	Ebenezer Delali Kpelly	Wesley Girls' SHS
	Doris Osei-Antwi	Ghana National College
Mathematics	Edward Dadson Mills	University of Education Winneba
	Zacharia Abubakari Sadiq	Tamale College of Education
	Collins Kofi Annan	Mando SHS
Additional Mathematics	Dr. Nana Akosua Owusu-Ansah	University of Education Winneba
	Gershon Mantey	University of Education Winneba
	Innocent Duncan	KNUST SHS
Intervention Mathematics	Florence Yeboah	Assin Manso SHS
	Mawufemor Adukpo	Ghanata SHS
	Jemima Saah	Winneba SHS
Robotics	Dr. Eliel Keelson	Kwame Nkrumah University of Science and Technology
	Dr. Nii Longdon Sowah	University of Ghana
	Isaac Nzoley	Wesley Girls High School

Subject	Writer	Designation/Institution
Engineering	Daniel K. Agbogbo	Kwabeng Anglican SHTS
	Prof. Abdul-Rahman Ahmed	Kwame Nkrumah University of Science and Technology
	Valentina Osei-Himah	Atebubu College of Education
Aviation and Aerospace Engineering	Opoku Joel Mintah	Altair Unmanned Technologies
	Sam Ferdinand	Afua Kobi Ampem Girls' SHS
Biomedical Science	Dr. Dorothy Yakoba Agyapong	Kwame Nkrumah University of Science and Technology
	Jennifer Fafa Adzraku	Université Libre de Bruxelles
	Dr. Eric Worlawoe Gaba	Br. Tarcisius Prosthetics and Orthotics Training College
Manufacturing Engineering	Benjamin Atribawuni Asaaga	Kwame Nkrumah University of Science and Technology
	Dr. Samuel Boahene	Kwame Nkrumah University of Science and Technology
	Prof Charles Oppon	Cape Coast Technical University
Spanish	Setor Donne Novieto	University of Ghana
	Franklina Kabio Danlebo	University of Ghana
	Mishael Annoh Acheampong	University of Media, Art and Communication
Assessment	Benjamin Sundeme	St. Ambrose College of Education
	Dr. Isaac Amoako	Atebubu College of Education
Curriculum Writing Guide Technical Team	Paul Michael Cudjoe	Prempeh College
	Evans Odei	Achimota School

